

9-1-1998

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Wellesley College Bulletin

Wellesley

1998–99 Catalog Issue

Volume 88, Number 1, September 1998

Wellesley College Bulletin

Vol. 88, No. 1 September 1998

Wellesley College Bulletin (USPS 078-360)

is published September, December, January,

February, May, August by Wellesley College,

Green Hall, Wellesley, MA 02481. "PER"

postage paid at Boston, MA. Postmaster:

Send address change to Wellesley College

Bulletin, Green Hall, Wellesley College,

Wellesley, MA 02481.

Wellesley College Bulletin

1998-99 CATALOG ISSUE

Volume 88, Number 1 • September 1998

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Academic Calendar 1998-99

Fall Semester

AUGUST

New students arrive	30, Sun.
Orientation	30, Sun. through September 7, Mon.

SEPTEMBER

First day of classes	8, Tues.
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OCTOBER

Fall break (no classes)	12, Mon. through 13, Tues.
Parent and Family Weekend	23, Fri. through 25, Sun.

NOVEMBER

Thanksgiving recess begins (after classes)	25, Wed.
Classes resume	30, Mon.

DECEMBER

Last day of classes	11, Fri.
Reading period begins	12, Sat.
Examinations begin	16, Wed.
Examinations end	22, Tues.
Holiday vacation begins (after examinations)	22, Tues.

JANUARY

Wintersession begins	4, Mon.
Wintersession ends	25, Mon.

Spring Semester

JANUARY

First day of classes	26, Tues.
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FEBRUARY

Presidents' Day (no classes)	15, Mon.
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MARCH

Spring vacation begins (after classes)	19, Fri.
Classes resume	29, Mon.

APRIL

Patriots' Day (no classes)	19, Mon.
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MAY

Classes end	7, Fri.
Reading period begins	8, Sat.
Examinations begin	12, Wed.
Examinations end	18, Tues.
Commencement	28, Fri.

Inquiries, Visits & Correspondence

Wellesley welcomes inquiries and visits to the College from prospective students, their parents, and other interested individuals. For those who would like more detailed information on many of the programs and opportunities described in this catalog, the College publishes a number of brochures and booklets. These publications, as well as answers to any specific questions, may be obtained by writing to the appropriate office as listed.

For those who would like to visit the College, the administrative offices in Green Hall are open Monday through Friday, 8:30 A.M. to 4:30 P.M. The Board of Admission is open by appointment on most Saturday mornings during the academic term. With the exception of a few holidays, arrangements can usually be made to greet prospective students during Wellesley's vacation periods. Accommodations for alumnae and for parents of students or prospective students are available on the campus in the Wellesley College Club and may be reserved by writing to the club manager.

A prospective student who wishes to arrange an interview with a member of the Board of Admission should make an appointment at least three weeks in advance. Student guides are available to provide tours for visitors without appointments. Visitors, however, may wish to call the Board of Admission prior to coming to Wellesley to obtain information regarding scheduled tours.

To learn more about Wellesley before you arrive on campus, please visit our web site.

President

General interests of the College

Dean of the College

Academic policies and programs

Dean of Students

Student life advising, counseling, residence, MIT cross-registration, exchange programs, international students, study abroad

Class Deans

Individual students

Dean of Continuing Education

Davis Scholars, postbaccalaureate students

Dean of Admission

Admission of students and Davis Scholars

Director of Financial Aid

Financial aid, student loans

Bursar

College fees, account and loan payment arrangements

Registrar

Transcripts of records

Director, Center for Work and Service

Graduate school, employment, undergraduate and alumnae career counseling, community service

Vice President for Finance and Administration

Business matters

Vice President for Resources & Public Affairs

Gifts and bequests, external relations

Executive Director, Alumnae Association

Alumnae interests

Address

Wellesley College
106 Central Street
Wellesley, Massachusetts 02481
(781) 283-1000
<http://www.wellesley.edu/>

The College

The College

The mission of Wellesley College is to provide an excellent liberal arts education for women who will make a difference in the world.

A student's years at Wellesley are the beginning—not the end—of an education. A Wellesley College degree signifies not that the graduate has memorized certain blocks of material, but that she has acquired the curiosity, the desire, and the ability to seek and assimilate new information. Four years at Wellesley can provide the foundation for the widest possible range of ambitions and the necessary self-confidence to fulfill them. Above all, it is Wellesley's purpose to teach students to apply knowledge wisely and to use the advantages of talent and education to seek new ways to serve the wider community. These are the elements of an education that can never grow old or become obsolete.

Wellesley is a college for the student who has high personal, intellectual, and career expectations. Beyond this common ground, there is no Wellesley stereotype. Since the College is a multicultural community, students come from all over the world, from different cultures and backgrounds, and they have prepared for Wellesley at hundreds of different secondary schools. Through the Davis Degree Program, women beyond the traditional college age, many married and with children, are part of the student body working toward a Wellesley degree. Men and women from other colleges and universities study at Wellesley through various exchange programs.

This diversity of people is made possible, in large part, by the College's need-blind admission policy. Students are accepted without reference to their ability to pay. Once admitted, those with demonstrated need receive financial aid through a variety of services.

Henry Fowle Durant, Wellesley's founder, was an impassioned believer in educational opportunity for women. His strong philosophy carries over to the present day. Throughout its 123-year history Wellesley has been one of the country's preeminent liberal arts colleges, and a distinguished leader in the education of women.

In some respects, the liberal arts curriculum at Wellesley has changed little since the College was founded. The constant features are the grouping of disciplines into the humanities, the social sciences, and the natural sciences, and the requirement that each student sample widely from courses in each group. Consistent also is the concept of the major—the opportunity for each student, through concentrated study during her junior and senior years, to establish mastery in a single area. The College has adhered to this framework because it emphasizes the building blocks of a continuing education: the ability to speak and write clearly, the knowledge to manage quantitative data with ease, the confidence to

approach new material, the capacity to make critical judgments. Whatever the student chooses to do with her life, these skills will be essential.

Within this traditional liberal arts framework, the Wellesley curriculum is dynamic, responsive to social change, and quick to incorporate new fields of study. The dramatic expansion of information of the last decades has led to an increasingly interdisciplinary course of study. Single majors in traditional disciplines have been joined by double majors and specially designed interdisciplinary and interdepartmental majors. Some departments also offer minors.

Wellesley students and faculty in all disciplines use the College's academic computing facilities in their courses and research. Faculty members are pioneering applications of artificial intelligence and teaching technology in such fields as philosophy, music, history, and languages. Wellesley was one of the first liberal arts colleges to establish a separate Computer Science Department and Computer Science major. The recently completed Knapp Media and Technology Center provides state-of-the-art technology for students in courses ranging from multimedia language instruction to graphic arts. The well-known Wellesley Centers for Women, composed of the Center for Research on Women and the Stone Center for Developmental Services and Studies, produce work of national importance about issues facing women in contemporary society.

The Wellesley-MIT Cross-Registration allows students to combine the strengths of these two outstanding institutions while remaining in residence on their own campuses. Wellesley students enroll in a variety of MIT courses; popular fields include architectural design and financial accounting as well as computer science, engineering, mathematics, and the sciences. Wellesley students construct individual majors in such subjects as Urban Planning, Engineering, and Linguistics, which draw on the resources of departments at both MIT and Wellesley. A bus runs hourly between the two campuses.

The Twelve College Exchange Program brings men and women from other member colleges to Wellesley for a semester or a year, and enables Wellesley students to live and study on another campus. The College also offers exchanges with nearby Brandeis University; Spelman College, a distinguished Black liberal arts college in Atlanta, Georgia; and Mills College in Oakland, California. In addition, Wellesley students are encouraged to spend a semester or a year abroad in programs at many institutions throughout the world. Financial aid for study abroad, although limited, is available through Wellesley.

The Wellesley faculty is a community of recognized scholars. They include scientists, artists, and political and economic analysts. Dedicated to teaching, they bring to the College a vast range of academic and professional interests. A number of faculty live on or

near the campus. They are committed to all aspects of life in the Wellesley community and are available to students after the end of class.

There is one faculty member for every ten students. The average class size ranges from 18 to 21 students. A few popular introductory courses enroll more than 100, but these classes routinely break into small discussion groups under the direction of a faculty member. Seminars typically bring together 15 to 18 students and a professor to investigate clearly defined areas of interest. The low student-faculty ratio offers an excellent opportunity for students to undertake individual work with faculty or honors projects and research.

Excellent academic facilities support learning at Wellesley. Students have access to virtually all the collections on campus through a computerized library system totaling over one million items. Among the special holdings are a world-renowned Browning Collection, a Book Arts Collection, and a Rare Book Collection. Interlibrary loans through the Boston Library Consortium augment the College's own holdings.

Wellesley's strength in the sciences dates to the nineteenth century, when the College's physics laboratory was the second such laboratory in the country (the first was at the Massachusetts Institute of Technology). The Science Center brings together all the science departments, including mathematics and computer science, in a contemporary setting that fosters interdisciplinary discussion and study. Laboratories are completely equipped for a wide variety of fields. The Center also includes an observatory and an extensive complex of greenhouses.

Students in the arts find excellent facilities in the Jewett Arts Center and the Davis Museum and Cultural Center.

Wellesley recognizes that classroom activities and studying are only part of a college education. The residence hall system not only provides a pleasant and comfortable place to live but seeks to integrate academic and extracurricular life through educational programs. Residence life is administered in several ways, ranging from dormitories staffed by professional Heads of House to student-run cooperatives.

For many students, the lessons learned competing on the athletic field, publishing the *Wellesley News*, or participating in a Wellesley-sponsored summer internship in Washington are of lifelong importance. The College encourages self-expression through more than 160 established student organizations, as well as any interest that a student may choose to pursue alone or with a group of friends. Wellesley also supports those students who investigate religious issues and thought. The Office of Religious and Spiritual Life offers religious programs in many faiths, including denominational services for those who wish to participate.

Wellesley is a small community, and the quality of life depends upon the involvement and commitment of each of its constituents. For this reason, students at the College participate in decision making in nearly every area of College life. They serve, frequently as voting members, on every major committee of the Board of Trustees, including the Investment Committee, and on Academic Council, the Board of Admission, and the Committee on Curriculum and Instruction. In academic departments, they are voting members of the curriculum and faculty search committees. In addition, they serve on committees that set policy for residential life and govern Schneider Center, the focus for much student activity on campus.

The Wellesley College Government Association was established in 1901 by student and faculty agreement. Through Senate, its elected representative body, it is the official organization of all Wellesley students. College Government officers are elected each spring on a campus-wide basis; Senate representatives are elected from each residence hall and from the Davis Scholars and Wellesley off-campus students.

Each student who comes to Wellesley College joins an extended community of alumnae who have preceded her. Some of them have been outstanding scholars and researchers, others have been leaders in politics and social issues, still others have made important contributions to their communities through volunteer work. No matter how they have chosen to make their mark in the world, these women have proven that four years at Wellesley College *is* just a beginning.

The Campus

Wellesley College offers physical surroundings that are conducive to the highest degree of academic excellence. The campus consists of more than 500 acres bordering Lake Waban—there are woodlands, hills and meadows, an arboretum, ponds, and miles of footpaths and fitness trails. In this setting are 65 buildings, with architectural styles ranging from Gothic to contemporary. The focal point of the campus is Galen Stone Tower, which rises 182 feet.

Facilities & Resources

Wellesley's curriculum is supported by excellent academic facilities, ranging from large lecture halls to study carrels, from creative arts media to state-of-the-art equipment for advanced scientific research. Of equal importance to the quality of its academic facilities is the College's policy of making them available to all students.

Classrooms

The two primary classroom buildings, Founders Hall and Pendleton Hall, are located in the academic quadrangle. The humanities are taught in Founders and the social sciences in Pendleton East.

Science Center

The Science Center houses the Departments of Astronomy, Biological Sciences, Chemistry, Computer Science, Geology, Mathematics, Physics, and Psychology. The Center includes up-to-date and well-equipped teaching and research laboratories, extensive computer facilities, as well as modern classrooms and office space. The Science Library contains more than 101,000 volumes, including collections from all of the above departments. Also available are group study rooms, carrels, audiovisual and tutorial rooms, copying equipment, on-line science databases, and microfilm facilities.

Greenhouses

The Margaret C. Ferguson Greenhouses, combined with the 22 acres of the Hunnewell Arboretum and the Alexandra Botanic Gardens, are an outstanding teaching facility and a horticultural resource visited by thousands each year.

The 15 greenhouses contain more than 1,000 different plants. Each house's temperature and humidity is controlled independently, providing a wide range of climates for growing plants. The permanent collection contains desert, tropical, subtropical, and temperate plants, including orchids, ferns, and aquatic plants. Two of the greenhouses are reserved for use by horticulture classes, while two others provide modern research facilities for faculty and students. Built in 1922, the original greenhouses were renovated in the 1980s to conform to modern, energy-efficient construction.

The Arboretum and Botanic Garden serve as an outdoor teaching laboratory for horticulture, environmental studies, and biology. The collection of trees and shrubs in the Arboretum contains many

mature specimens. Wildflowers and ferns in their natural surroundings as well as thriving insect and bird populations make the Botanic Garden an ideal setting for environmental studies.

Observatory

The Whitin Observatory contains laboratories, classrooms, a dark-room, and the Astronomy Library. Its research equipment includes 6-, 12-, and 24-inch telescopes, as well as state-of-the-art electronics and computers. The observatory was a gift of Mrs. John C. Whitin, a former trustee of the College. It was built in 1900, was enlarged in 1906 and 1966, and is considered to be an unusually fine facility for undergraduate training in astronomy.

Computer Facilities

The academic computing facilities consist of a VAX cluster, DEC station 5000 computers, IBM RS6000 workstations (for computer science instruction and research), Sun workstations (in the Computer Science Graphics Laboratory), clusters of Apple Macintosh computers (in the Mathematics Graphics Classroom, the Writing Lab, and the Computer Science Classroom), and Pentium-class microcomputers. These computers are connected to a campus-wide network that provides access from labs, offices, classrooms, and terminal rooms to timesharing computers, laser printers, library catalog, and the Internet. Macintosh and Windows95 computers are available in all dormitory common rooms. All dormitory rooms have telephone and computer access.

Jewett Arts Center and Pendleton West

The Jewett Arts Center consists of the Mary Cooper Jewett art wing and the Margaret Weyerhaeuser Jewett music wing. Jewett is linked by bridges to the Davis Museum and Cultural Center, and to Pendleton West. The art wing consists of the art department offices, classrooms, studios, photography darkrooms, video and computer facilities, the Art Library, and a student gallery for exhibiting student work. The music wing contains the Music Library, listening rooms, practice studios, classrooms, and music department offices. A collection of musical instruments of various periods is available to students. The Jewett Auditorium, a 320-seat theatre, is used for music performances, theatre events, lectures, and symposia. The arts facilities of Pendleton West include studios, a sculpture foundry, a printmaking facility, the choir rehearsal room, and a concert salon.

The Davis Museum and Cultural Center

The museum and cultural center opened in 1993. The four-floor museum facility offers expanded galleries for temporary exhibitions and for paintings, sculpture, and works on paper from the museum's encyclopedic collection. It also houses a print room and study gallery/seminar room. Special exhibitions and programs are presented throughout the year.

The museum was founded in 1889 to provide high-quality objects for the study of art. Since that time, the museum's holdings

have grown to include almost 5,000 objects that span the 3,000 years of the history of art.

In addition, the museum includes a courtyard, a 170-seat cinema, and the Collins café. To maintain the interrelationships among the arts at Wellesley, the Davis Museum and Cultural Center is adjacent to the Jewett Arts Center and Pendleton West. The facilities are linked by bridges, allowing students to move easily from classrooms and studios into libraries and museum galleries.

Margaret Clapp Library

The College Library's holdings (including art, astronomy, music, and science collections) number more than 1.3 million items. Among them are 723,000 bound volumes, 4,400 periodical and serial titles, 400,000 microforms, 17,000 sound recordings, videos, and an important collection of federal and international documents. Interlibrary loans and other resource sharing projects through membership in the Boston Library Consortium augment the College's own collections.

In addition, the Library encompasses other areas of particular interest. The Special Collections include letters, manuscripts, and rare books; the Archives contain materials documenting the history of the College. The new Knapp Media and Technology Center provides a campus focus for instructional technology for individuals and groups.

Access to the Library's on-line catalog and to a wide range of electronic services is provided through the Library's home page <http://luna.wellesley.edu> on the World Wide Web. A number of full text and bibliographic databases are available at CD-ROM workstations. Library staff, as part of Information Services, manage and contribute to Wellesley's Campus-Wide Information System, at <http://www.wellesley.edu/> on the Internet.

Continuing Education House

The Continuing Education House is the community center for Elisabeth Kaiser Davis Scholars and Postbaccalaureate students. The offices of the Dean of Continuing Education and her staff, who coordinate the academic and support systems for these students, are located here. The CE House serves as the center for CE activities and programs. The Community Leadership Development Program and "Lunch and Learn" seminars are offered here. Students also gather for meetings, for group study, or simply to share conversation over a cup of coffee. This "home on campus" helps create a vibrant community and strong friendships.

Child Study Center

The Child Study Center, a preschool and laboratory, serves the College and the neighboring community. It was specifically designed in 1913 as a school for young children. Under the direction of the psychology department, students and faculty from any discipline can study, observe, conduct approved research, volunteer, or assistant teach in classes with children ages two to five. In addition to the observation and testing booths at the Center, there is a

	Developmental Laboratory at the Science Center. Research equipment is available at both locations.
Nannerl Overholser Keohane Sports Center	Classes for all indoor sports and dance are conducted in the Nannerl Overholser Keohane Sports Center. This Center includes an eight-lane competition swimming pool; badminton, squash, and racquetball courts; two free-weight rooms; two cardiovascular machine rooms; exercise/dance/yoga studios; volleyball courts; and an athletic training area. The Field House has a basketball arena, indoor tennis courts, and a 200-meter track. Outdoor water sports center around the boathouse where the canoes, sailboats, and crew shells are kept. Wellesley maintains a nine-hole golf course; 24 tennis courts; hockey, lacrosse, and soccer fields; and a swimming beach.
Alumnae Hall	The largest auditorium on the campus, seating more than 1,300 people, is in Alumnae Hall. The Hall also has a large ballroom and houses the Ruth Nagel Jones Theatre. Wellesley alumnae gave this building to the College in 1923.
Chapel	The Houghton Memorial Chapel was presented to Wellesley in 1897 by the son and daughter of William S. Houghton, a former trustee of the College. The chapel's stained glass windows commemorate the founders and others, while a tablet by Daniel Chester French honors Alice Freeman Palmer, Wellesley's second president. The chapel is a setting for lectures and community meetings as well as religious services and concerts.
Schneider College Center	The focal point for extracurricular life at the College is Schneider College Center. It provides lounge areas, a cafeteria, an entertainment stage, meeting rooms, offices for Schneider Board and College Government, and a Student Leadership Resource Center. The building also has facilities for off-campus students (lounge, mailboxes, kitchen, computer); a lounge and kosher kitchen for Hillel; a student-staffed Info Box; the student-managed Café Hoop and pub, "Molly's"; <i>Wellesley News</i> ; <i>Legenda</i> ; and the Wellesley College radio station, WZLY. It also contains the Office of Religious and Spiritual Life, the Residence Office, the Schneider Center staff, and Schneider Food Service.
Harambee House	Harambee House, the cultural and social center for the African American community at Wellesley, offers diverse programs that are open to the entire College. Programs highlighting the various aspects of African, African American, and African Caribbean culture are presented throughout the academic year. Harambee has a growing library of the history and culture of African and African American peoples and boasts a record library (classical jazz by Black artists), which is housed in the Jewett Music Library. The House also contains offices for the staff, Ethos (the Black student

organization), and *Ethos Woman* (a literary magazine), as well as rooms for seminars, meetings, and social gatherings.

Slater International/Multicultural Center	Slater Center is headquarters for international and multicultural activities. The Center serves campus organizations that have an interest in international and multicultural issues and helps sponsor seminars and speakers on those topics. The International Student Advisor, whose office is located in the Center, counsels international students and serves as the advisor to Multicultural Council. She also handles immigration matters for students and faculty. In addition, the Center coordinates a peer counseling group of international students to help newcomers make a smooth adjustment to the United States. Students can also use the center to study, cook, and meet together informally.
Society Houses	There are three society houses. Each house has kitchen and dining facilities, a living room, and other gathering areas. Shakespeare House is a center for students interested in Shakespearean drama, Tau Zeta Epsilon House is oriented around art and music, and Zeta Alpha House is for students with an interest in literature. Phi Sigma is a society that promotes intelligent interest in cultural and public affairs.
Green Hall	The offices of the president, the board of admission, the deans, and other administrative offices directly affecting the academic and business management of the College are located in Green Hall. Named for Hetty H. R. Green, the building was erected in 1931.
Infirmary	Simpson Infirmary consists of an outpatient clinic and hospital that is licensed by the state. It is an institutional member of the American College Health Association.
President's House	The President's House, formerly the country estate of Wellesley's founders, Mr. and Mrs. Henry Fowle Durant, is located on a hill just south of the main campus. The spacious lawns border Lake Waban. It is frequently the scene of alumnae and trustee gatherings, and events for graduating seniors and their parents.
Wellesley College Club	The Wellesley College Club is a center for faculty, staff, and alumnae. Its reception and dining rooms are open for lunch and dinner to members, their guests, and parents of students. Overnight accommodations are available for all members, alumnae, and for parents of current and prospective students.
Wellesley Centers for Women	Established in 1995 by a vote of the Wellesley College Board of Trustees, the Wellesley Centers for Women are composed of the Center for Research on Women and the Stone Center for Developmental Services and Studies. Research and programmatic work at the Centers reflect the varied experiences and perspectives of women from all backgrounds.

The Center for Research on Women was established in 1974 by a grant from the Carnegie Corporation. Since then it has received major support from a variety of private foundations, government agencies, corporations, and individuals. The Center's policy-oriented studies focus on women's education, employment, and family life. Extensive research is being conducted on gender equity, curriculum change, childcare, the effects of economic and social policies on women of all races and social classes, women in the sciences, and adolescent and child development. *The Women's Review of Books* is published at the Center.

The Stone Center for Developmental Services and Studies, founded in 1981 with a generous gift from Grace W. and Robert S. Stone, is dedicated to the prevention of psychological problems, the enhancement of psychological well-being, and the search for a more comprehensive understanding of human development. Stone Center staff develop innovative theoretical work on women's psychological development and model programs for the prevention of psychological problems. The mission of the Center is carried out through education, research, community outreach, and counseling. Particular attention is paid to the experiences of women, children, and families across culturally diverse populations.

Summary of Students, 1997-98

	Resident Students	Off- Campus Students	Class Totals	Totals
Candidates for the B.A. Degree				2,246
Seniors	519	20	539	
Juniors	399	11	410	
Sophomores	566	10	576	
First-Year Students	597	0	597	
Davis Scholars (CE students)	37	87	124	
High School	0	9		
International/Twelve College Exchange	15	0		
Postbaccalaureate, Special Students, and Cross-Registrants	3	54		
Total Registration October 1997				2,327
Students on Academic Leave of Absence (e.g., junior year abroad/exchange)	154			

Geographic Distribution, 1997-98
Students from the United States and Outlying Areas

Alabama	8	Maine	32	Pennsylvania	70
Alaska	9	Maryland	50	Puerto Rico	2
Arizona	14	Massachusetts	388	Rhode Island	17
Arkansas	13	Michigan	31	South Carolina	7
California	231	Minnesota	35	South Dakota	2
Colorado	28	Mississippi	3	Tennessee	14
Connecticut	68	Missouri	23	Texas	72
Delaware	3	Montana	3	Utah	11
District of Columbia	9	Nebraska	6	Vermont	18
Florida	62	Nevada	3	Virginia	53
Georgia	31	New Hampshire	25	Virgin Islands	2
Hawaii	10	New Jersey	117	Washington	42
Idaho	6	New Mexico	7	West Virginia	8
Illinois	56	New York	285	Wisconsin	15
Indiana	10	North Carolina	24	Wyoming	3
Iowa	12	North Dakota	2	Total	2,021
Kansas	5	Ohio	31		
Kentucky	4	Oklahoma	10		
Louisiana	8	Oregon	23		

Students from Other Countries

	International Students	U.S. Citizens Living Abroad		International Students	U.S. Citizens Living Abroad		International Students	U.S. Citizens Living Abroad
Albania	2		Germany		7	Romania	1	
Argentina		1	Ghana	4		Russia	3	2
Australia	2	1	Greece	2	1	Saudi Arabia	3	2
Bahamas	1		Haiti	3		Singapore	1	
Bahrain	1		Hong Kong	7	4	Somalia	1	
Bangladesh	3		India	13	3	South Africa	3	
Belgium		1	Indonesia	1		Sri Lanka	1	
Bermuda	1		Ireland	1		Sweden	2	
Bolivia	1		Jamaica	1	1	Switzerland	2	1
Bosnia	4		Japan	6	1	Taiwan, R.O.C.	11	9
Brazil	2		Jordan	2		Thailand	2	2
Bulgaria	2		Kenya	1	1	Trinidad	1	1
Cambodia	1		Korea	39	4	Turkey	1	2
Canada	14	6	Liberia	1		Turkmenia	1	
China	20	4	Malaysia	4		Ukraine	2	
Colombia	4	1	Mauritania	1		United Arab Emirates	1	
Denmark	1		Mexico	2	2	United Kingdom	3	1
Dominican Republic	1		Morocco	1		Venezuela	1	
Ecuador	3		Nicaragua	1		Vietnam	3	2
Egypt	1		Nigeria	1		Yugoslavia	1	
England	6	2	Norway	1		Total	215	67
Ethiopia	1		Pakistan	3	2			
France	3	3	Philippines	6	1			
			Poland	1				

Student Life

Student Life

Intellectual growth is only part of the realization of one's talents and abilities. Wellesley offers many opportunities for a student to develop self-confidence, leadership skills, and a sense of social responsibility through participation in student organizations, volunteer programs, and college governance. Camaraderie built through these involvements creates solid friendships that support Wellesley students during their college years and for a lifetime.

On the Wellesley campus many student groups reflect ethnic, social, political, and religious interests. More than twenty multicultural organizations include the Slater International Association; Mezcla, an association for Latina students; Ethos, an organization of Black students; the Asian Student Union, composed of Asian and Asian American students; and the Korean American Student Association. Religious groups such as the Newman Club, the Wellesley Christian Fellowship, Hillel, Al-Muslimat, Ministry to Black Women, Lutheran-Episcopal Fellowship, Real Life, and Christian Science Organization offer many programs throughout the year.

Students produce a number of publications: *Wellesley News*, the student newspaper that is published weekly; *Ethos Woman*, a student publication for and about Third World women; *Legenda*, the College yearbook; and *The Galenstone*, a student publication. WZLY, the campus radio station, is operated by an all-student staff.

Students can become involved in the Greater Boston community in a variety of ways. The Center for Work and Service Internship Office lists many opportunities for public and community service in government agencies and nonprofit organizations. In addition, the Community Service Center coordinates student groups working with youth services, the elderly, the Easter Seal Swim Program, the Boston Food Bank, Habitat for Humanity, and Rosie's Place, a shelter for homeless women.

Sports are a significant part of life at Wellesley. There are 11 intercollegiate programs, as well as opportunities for competition in club sports such as softball, sailing, table tennis, skiing, and rugby. Students also pursue physical education just for fun or to stay fit. Interests range from yoga and fencing to dance and scuba diving. The Nannerl Overholser Keohane Sports Center provides state-of-the-art facilities for competition sports (see p. 13 for details). Lake Waban is used for water sports and Paramesium Pond for ice skating.

The arts have always represented a highly visible part of the Wellesley experience. The Wellesley College Orchestra, the Prism Jazz Ensemble, Yanvalou Dance and Drum Ensemble, the Tupelos, the Blue Notes, the Toons, the Widows, the Ethos Choir, the Guild of Carillonneurs, and the MIT Orchestra are some of the groups that offer experiences for students with musical interests. Those

interested in the theatre can choose from the Wellesley College Theatre, the Experimental Theatre, and the Shakespeare Society. The Jewett Arts Center's Student Gallery provides opportunities for students to exhibit their work, and to organize and curate shows.

Technology is an integral part of life at Wellesley. Every student has access to the campus-wide network in her dorm room, which includes E-mail and electronic bulletin boards—important extensions of both social and academic communication—as well as research opportunities on campus and via the Internet. In addition, clusters of PCs and Macintoshes are located in every residence, and a state-of-the-art multimedia center, the Knapp Media and Technology Center, is available in the main library.

Life at Wellesley also includes a number of traditional social events. Junior Show, Parent and Family Weekend, Spring Weekend, and International Week are supplemented by frequent informal parties.

Schneider Center, the center of community activity, includes a coffee house and conference rooms. Supplementing the facilities and resources of Schneider are Slater Center, which is the frequent setting for international and multicultural events and celebrations, and Harambee House, the social and cultural center of the African American community at Wellesley. Harambee sponsors lectures and music and dance performances, many in conjunction with other departments in the College. Lectures and cultural programs are also presented by Mezcla, the Korean American Student Association, Chinese Student Association, Japan Club, Hillel, and many other student organizations. The Davis Museum and Cultural Center with its Collins Cinema and Café is a place to relax with friends, view national and international films, and listen to lectures and live performances.

Student Residences & Services

Although some students live off campus, most live in Wellesley's 21 residence halls. For resident and off-campus students alike, the College provides counseling, religious, and health services to support the students' physical and mental well-being.

Residence Halls

The residence halls are the focus of much campus life. Informal learning at Wellesley takes place in spontaneous discussions and through planned programming in the residence halls. The diversity of Wellesley's students, who bring to the College differing lifestyles and cultural backgrounds, contributes much to this process.

The residence hall system at Wellesley fosters a sense of community through active participation in student self-government and program planning. Many opportunities exist for students to assume leadership positions.

The residence experience is also likely to include lectures, group discussions, dinners with faculty members, and social events with students from other colleges. One tradition, Wednesday Tea, is an informal occasion that continues to attract many students.

Wellesley has several types of residence halls, each with a distinctive character and structure. Thirteen of the larger residence halls (most housing 120–140 students) are staffed by professional Heads of House. Each Head of House serves as an advisor and counselor to individuals and groups and as a liaison to the College community. The Heads of House, with specialized training in adolescent development and women's issues, supervise a residence staff that includes a Resident Advisor on each floor, a First-Year Student Coordinator, and a House President. The smaller halls (Simpson West, Homestead, French House, Cervantes, Instead, and Cedar Lodge) are staffed by student Resident Advisors or Coordinators and have a more informal system of house government for the 8–18 upperclass students living there. Lake House, a residence for approximately 60 juniors and seniors, is a more independent living environment with a faculty member in residence.

Students in the larger residence halls elect a House Council that administers daily living details. The Vice President of Programming and her committee in each hall plan a variety of social, cultural, and educational events throughout the year. Each residence also elects representatives to the Senate. These students consult with members of the residence hall on campus-wide issues and convey opinions of their constituencies to the student government.

A residential policy committee reviews the rooming policy and develops ways to involve students in all areas of residential policy making. The Residence Office staff works to strengthen the involvement of faculty, staff, and alumnae in residence hall life.

Most of the residence halls contain single, double, and triple rooms, and some suites. All incoming first-year students are placed in double or triple rooms. The cost of all rooms is the same, regardless of whether they are shared, and students are required to sign a residence contract. Each large hall has a spacious living room, smaller common rooms, and a study room. All but two of the large halls have dining facilities that are open on a five- or seven-day basis. All dining rooms offer vegetarian entrees; Pomeroy dining hall serves kosher/vegetarian food at all meals. There are limited kitchenette facilities in the halls for preparing snacks. Each building is equipped with coin-operated washers and dryers.

The College supplies a bed, a desk, a chair, a lamp (halogen lamps are not allowed), a bookcase, and a bureau for each resident student. Students furnish linen, blankets, quilts, and their

own curtains, pictures, rugs, and posters. They contribute one to two hours a week answering residence hall telephones.

Twenty-one residence halls are grouped in three areas of the campus: Bates, Freeman, McAfee, Simpson, Cedar Lodge, Dower, French House, Homestead, Instead, Stone, and Davis are near the Route 16 entrance to the campus; Tower Court, Severance, Cervantes, Lake, and Claflin are situated off College Road in the center of the campus; and Shafer, Pomeroy, Cazenove, Beebe, and Munger are located by the Route 135 entrance to the College.

Student Parking and Transportation

Because parking at the College is limited, resident first-year students are not permitted to have cars. The parking fee for sophomores, juniors, and seniors is currently \$75 for each semester or \$135 for the year, and for off-campus students \$60 for the semester or \$100 for the year.

There is hourly bus service from the campus to MIT in Cambridge (7:30 A.M. to 11:50 P.M. Monday–Friday) with subway connections to the Greater Boston area. On weekends the College provides bus service to Boston and Cambridge on an expanded schedule tailored to students' needs.

Services for Students with Disabilities

Wellesley is committed to providing students with disabilities the support they need to achieve their academic potential and to participate in Wellesley's rich opportunities.

The Director for Equal Opportunity and Affirmative Action, the Coordinator of Services for Persons with Disabilities, the Director of Programs of the Learning and Teaching Center, the Class Deans, the faculty, the Heads of House, and the Rooming Coordinator work closely with individual students to encourage their intellectual and social development.

Stone Center Counseling Service

Counseling is readily available. Many students benefit from talking with someone other than friends and roommates. They may be concerned about large or small personal matters affecting their daily life or their more basic sense of purpose and direction.

Staff members of the College Counseling Service, part of the Stone Center for Developmental Services and Studies, provide short-term individual and group counseling. Preventive outreach programs are also offered, addressing mental health and developmental issues.

Clinical staff members are trained in the disciplines of psychiatry, psychology, and social work. Long-term treatment (psychotherapy or psychopharmacology) is not provided, but the counseling staff can refer students to appropriate private clinical professionals and sliding-scale agencies. There is no fee for any counseling services provided to students by the Stone Center staff. *Professional confidentiality is maintained at all times in accordance with the law.*

Religious and Spiritual Resources

Wellesley seeks to respond sensitively to and support the diversity of religious traditions and spiritual perspectives represented among community members.

The Office of Religious and Spiritual Life offers a multi-faith approach to nurturing the religious and spiritual life of the College. The Dean of Religious and Spiritual Life coordinates the Religious Life Team, which includes a Buddhist Advisor, a Jewish Chaplain, a Muslim Advisor, a Roman Catholic Chaplain, a Protestant Chaplain, and a Unitarian Universalist Advisor, as well as advisors and student groups including the Baha'i, Hindu, Jain, Native African, Native American, Sikh, and Zoroastrian communities. Members of the Religious Life Team are available for religious and pastoral counseling. Students, faculty, and staff are invited to take part in the life of one or more of these faith communities, for worship, study and discussion groups, community service opportunities, or social events.

The Dean of Religious and Spiritual Life coordinates a program examining the role of spirituality in the educational process at Wellesley. There are opportunities throughout the year to take part in programs that explore spirituality and life and learning. The Dean also officiates at interfaith services held regularly throughout the academic year, including weekly multi-faith community worship.

Buddhist students from various traditions have opportunities to gather at Wellesley for meditation, practice, and discussion. On weekday evenings, there are programs and practice in the Tibetan and Zen Buddhist traditions. Buddhist students of all traditions are welcome to attend these programs and other opportunities offered throughout the year.

Jewish students will find a varied program including weekly Shabbat services, High Holiday services, and study and discussion groups, many of which are held in the Hillel Lounge located on the third floor of Billings Hall. Kosher meal options are available and Pomeroy Dining Hall serves kosher/vegetarian food at all meals. A kosher kitchen is available for student use in Schneider Center.

Muslim students gather for daily prayers in the Muslim Prayer Room located on the first floor of Houghton Chapel. In addition, Al-Muslimat, an organization for Muslim women at Wellesley, meets weekly for Qur'anic study and discussion. The Muslim Chaplaincy Advisor also organizes other educational and social activities.

The Protestant community has many opportunities for worship, study, discussion, and social gathering offered by groups that represent the full spectrum of Protestant religious tradition and practice. The Protestant Chaplain holds an ecumenical Protestant service on Sunday in Houghton Chapel, holds Bible study and

fellowship on weekday evenings, and acts as liaison to all Protestant groups on campus.

The Roman Catholic community gathers for Mass in Houghton Chapel on Sunday afternoons and at noon on Monday. The Newman Catholic Ministry offers a variety of spiritual, educational, and social activities on campus and in the area for members of the community.

The Unitarian Universalist Chaplaincy offers opportunities for worship, education, and friendship through a variety of on-campus and off-campus activities coordinated by the chaplain and student leaders.

The Office of Religious and Spiritual Life, working with many other departments in the College, seeks to support each community member in her life at Wellesley and to foster a sense of community for the College as a whole.

College Health Service

The Health Service includes both an outpatient clinic and a state-licensed hospital/infirmary. The infirmary is staffed 24 hours per day by registered nurses and on-call physicians. During clinic hours, physicians, nurse practitioners, and nurses provide primary medical and gynecological care to all students. There is a small on-site laboratory. When indicated, consultation with specialists is available both locally and in Boston. Emphasis on education and preventive measures to increase wellness and promote healthful lifestyles is an integral part of Health Service philosophy. Programs are developed or changed in response to students' needs or requests by the Director of Health Education.

The Health Service collaborates with other College services such as Counseling Service, Residence, and Physical Education. The confidentiality of the clinician-patient relationship is carefully maintained; medical information is not shared with College authorities or parents without the specific consent of the student. When there is concern about a student's safety, however, that concern takes precedence over issues of confidentiality. Information may also be disclosed to meet insurance claims or legal requirements.

There is no charge for outpatient visits to a nurse, nurse practitioner, or physician at the Health Service. There are charges for laboratory tests, some procedures, and inpatient care. A College-sponsored Accident and Sickness Insurance Program is available which covers these charges. See pp. 38-39 for further details.

Student Government

Throughout its history the College has based its policies regarding student life upon the concepts of personal integrity, respect for individual rights, and self-government. The rules and procedures governing student life reflect these concepts and are designed chiefly to ensure the privacy and safety of individuals. Legislation concerning all aspects of Wellesley community life is contained in the *Student Handbook*, copies of which are available to all students.

Honor Code

Inherent in Wellesley's system of democratic government and its accompanying law is the Honor Code. As the vital foundation of government, the Honor Code rests on the assumption that individual integrity is of fundamental value to each member of the community. Within the philosophy of self-government, the personal honor and responsibility of each individual as he or she approaches both the regulated and nonregulated areas of academic, social, and residence hall life in the Wellesley community are of central importance.

The Honor Code covers all duly adopted rules of the College for the governance of academic work, for the use of College resources, and for the conduct of its members. Each student—degree candidate, exchange student, and postbaccalaureate student—is bound by all the rules.

Each student is expected to live up to the Honor Code, as a member of the student body of Wellesley College both on and off the campus. She should also remember that she is subject to federal, state, and local laws that are beyond the jurisdiction of Wellesley College.

The Honor Code can work only with full support among all members of the College community. In addition to upholding the regulations and spirit of the Honor Code personally, both students and faculty are responsible for the success of the system. This includes guarding against and, if necessary, reporting any inadvertent or intentional abuses of the Honor Code by any member of the community.

College Government

Most of the legislation and regulations guiding student life are enacted and administered by the student College Government, of which all students are members. Responsibilities delegated by the Board of Trustees to the College Government include governance of all student organizations, appointment of students to College committees, allocation of student activity funds, and administration of the Honor Code and judicial process. Many of these responsibilities are assumed by Senate, the elected legislative body of College Government, which also provides the official representative voice of the student body. Violations of the Honor Code are adjudicated through the student-run Judicial System.

Confidentiality of Student Records

Maintenance of the confidentiality of individual student educational records has always been important at Wellesley, as is a concern for the accuracy of each record. Under the provisions of the federal Family Educational Rights and Privacy Act of 1974, every Wellesley student is assured the right to inspect and review all college records, files, and data directly related to her, with certain exceptions such as medical and psychiatric records, confidential recommendations submitted before January 1, 1975, records to which the student has waived her right of access, and financial records of the student's parents. The student may also seek a correction or deletion where a record is felt to be inaccurate, misleading, or otherwise in violation of the privacy or other rights of the student. The Privacy Act also protects the privacy of personally identifiable information maintained in student records by prohibiting the release of such information (other than those facts defined below as "Directory Information") without the written consent of the student, except to persons such as officials or teachers within the College who have a legitimate educational interest in seeing the information, officials of other institutions in which the student seeks to enroll, the student's parents if the student is a dependent for tax purposes, and certain other persons and organizations.

The final regulations for the Act make clear that, in the case of students who are dependents of their parents for Internal Revenue Service purposes, information from the education records of the student may be disclosed to the parents without the student's prior consent. It will be assumed that every student is a dependent of her parents, as defined by the Internal Revenue Code, unless notification to the contrary with supporting evidence satisfactory to the College is filed in writing with the Registrar by October 1 of each academic year. All correspondence relating to a student's undergraduate performance is removed from a student's file and destroyed one year after graduation. All disciplinary records are destroyed when a student graduates from the College. Disciplinary records are never a part of a student's permanent file while she is at Wellesley.

Copies of the Privacy Act, the regulations therein, and the "Wellesley College Guidelines on Student Records" are available on request from the Office of the Registrar. Students wishing to inspect a record should apply directly to the office involved. Complaints concerning alleged noncompliance with the Privacy Act by the College, which are not satisfactorily resolved by the College itself, may be addressed in writing to the Family Policy Compliance Office, Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4605.

The Privacy Act gives to Wellesley the right to make public at its discretion, without prior authorization from the individual student, the following personally identifiable information: name; class year; home address and telephone number; college address and telephone number; college e-mail address; schedule of classes; major and minor field(s); date and place of birth; dates of attendance at Wellesley College; degrees, honors, and awards received; weight and height of student athletes; participation in officially recognized sports and activities; previous educational institution most recently attended. In addition, student photographs are part of a College photograph directory that resides on the Campus-Wide Information System. It is accessible only on campus.

The Privacy Act also allows individual students to place limitations on the release of any of the above information. A student who wishes to do this must inform the Registrar, Green Hall, in writing each year by July 15 for the following academic year.

In practice, College policies discourage the indiscriminate release of any information about individual students. College directories and lists are for use within the College community itself.

The Center for Work and Service

The Center for Work and Service offers comprehensive career preparation and resources for students and alumnae. A wide range of information and services help Wellesley students explore the world of work, participate in community service, and prepare for their futures. A staff of experienced professionals counsels students at all stages of career exploration and decision making, from first-year students considering internships or volunteer work to seniors planning for graduate school or full-time employment.

Panel presentations, informational meetings, workshops, personality and interest inventories, and counseling sessions are offered to help students explore various professions, educational options, and community service opportunities. Students can take advantage of the Center's publications, an on-line listing of over 2,000 internships, and the Center's web pages that provide links to various career resources on the Internet at www.wellesley.edu/CWS/home/home.html.

The Center connects alumnae with current students through the following programs: on-campus presentations in which alumnae discuss their work lives and graduate school experiences; the Shadow Program, which matches students with alumnae at their workplaces; the Alumnae Advisory Network, a powerful list of over 12,000 Wellesley graduates who have volunteered to serve as contacts for career exploration.

In recent years, the Center for Work and Service has undertaken programs which have moved the work of the Center in closer alignment with the educational core of the College. Faculty and

	<p>Center staff have collaborated on several initiatives to help integrate the student's overall career decision-making process and to amplify the connection between her academic experience and life outside of the classroom.</p> <p>After graduation, the Center remains a resource for alumnae by offering job listings, counseling, regional career programs, use of the Center for Work and Service Library, alumnae web pages, and a reference file service.</p>
Career Counseling	<p>During the school year, counselors are available daily, both by appointment and on a drop-in basis. The Center offers workshops on self-assessment, resume and job search letter writing, job search, interviewing, networking/informational interviewing, and applying to graduate and professional schools. Personality and interest inventories are also offered. Videotaped mock interviews are also conducted by counselors to help students practice their interviewing skills.</p>
Recruiting/Job Search	<p>Over 150 companies participate in the Center's on-campus recruiting program, while over 70 additional companies request student resumes and schedule interviews throughout the spring. Informational meetings, coaching, and support are also part of the recruiting process. Information on MIT's recruiting program, which is open to Wellesley seniors, is available at the Center as well. Current job listings for Wellesley students and alumnae are available on JOBTRAK at www.jobtrak.com.</p>
Graduate Schools	<p>The Center for Work and Service provides information on graduate and professional school programs and required examinations, advice on the application process, and information on financial aid. Prelaw and prehealth advising is available.</p>
Internships	<p>Information about local, regional, and national internships for the school year, the summer, or Wintersession is available through the Center for Work and Service and can be accessed by students at any time. Over 2,000 internships for Wellesley students are listed on JOBTRAK.</p>
Community Service	<p>Each year, the Center for Work and Service sponsors numerous community service projects, both off and on campus. The Center also sponsors not-for-profit networking fairs and maintains a library of volunteer opportunities for individuals and groups.</p>
Summer Stipends	<p>Students interested in community and public service internships may apply through the Center for one of several stipends. These awards, which are designed to encourage service and volunteerism, provide financial support to Wellesley students who work at an unpaid internship or volunteer position with a community or public service organization.</p>

Scholarships and Fellowships	Information on a large number of scholarships, fellowships, and grants is available in the Center for Work and Service Library. The selection process for many undergraduate and graduate fellowships is administered by the Center for Work and Service.
Center for Work and Service Library	The Center for Work and Service Library houses an extensive collection of books, magazines, and journals to assist students with career exploration, graduate school choices, and the job search. The library also contains listings of alumnae contacts, a collection of videotapes of alumnae career panels, alumnae reports on graduate programs and employers, and SIGI+, a computerized career guidance system.
References	All students are encouraged to build a reference file. Letters of reference will be forwarded to schools and employers for a nominal fee. The Center furnishes standard recommendation forms acceptable to graduate schools and employers.

Admission

Admission

The Board of Admission chooses students who will benefit from the education Wellesley offers and who will be able to meet the standards for graduation. Consideration is given to creativity, high motivation, and strong academic potential.

The Board considers each application on its merits and does not discriminate on the basis of race, religion, color, creed, national origin, or sexual orientation. In accordance with its desire to maintain student body diversity, Wellesley College encourages applications from qualified students who represent a wide variety of cultural, economic, and ethnic backgrounds.

The Board of Admission at Wellesley consists of representatives of the faculty, the administration, and the students. In selecting the candidates who will comprise the student body, the Board considers a number of factors: high school records; rank in class; standard test scores; letters of recommendation from teachers, guidance counselors, or principals; the student's own statements about herself and her activities; and interview reports when available from the staff or alumnae. The Board values evidence of unusual talent and involvement in all areas of academic and social concern.

Each application is carefully evaluated. The admission decision is never made on the basis of a single factor. Each part of the application, accordingly, contributes to a well-rounded appraisal of a student's strengths and helps predict whether Wellesley would be the right place for her to continue her education.

Criteria for Admission

General Requirements for First-Year Student Applicants

Wellesley College does not require a fixed plan of secondary school courses as preparation for its program of studies. Nevertheless, entering students normally have completed four years of strong college preparatory studies in secondary school. Adequate preparation includes training in clear and coherent writing and in interpreting literature; history; training in the principles of mathematics (typically four years); competence in at least one foreign language, ancient or modern (usually achieved through four years of study); and experience in at least two laboratory sciences.

Students planning to concentrate in mathematics, in premedical studies, or in the natural sciences are urged to elect additional courses in mathematics and science in secondary school. Students planning to concentrate in language or literature are urged to study a modern foreign language and Latin or Greek.

There are often exceptions to the preparation suggested here, and the Board will consider an applicant whose educational background varies from this general description. Wellesley's applicant pool has been consistently strong. As a result, not all applicants who are qualified are admitted.

The Application	<p>Application forms may be obtained from the Board of Admission. The Board also accepts applications from a variety of sources, for example the Common Application, College Link, Apply!, etc. A nonrefundable fee of \$50 must accompany the formal application. If the fee imposes a burden on the family's finances, a letter from the applicant's guidance counselor requesting a fee waiver should be sent to the Dean of Admission with the application for admission.</p>
The Interview	<p>While Wellesley does not require a personal interview as part of the first-year application, the College strongly recommends that applicants arrange for one. An interview is required of transfer applicants and of Accelerating Candidates (see p. 33). If a candidate cannot come to the College for an interview, she should write to the Board of Admission or use the form provided in the application supplement to request the name of an alumna interviewer in the candidate's local area. A high school junior may arrange for an informal conversation with an alumna or member of the Board. Interviews are not available from April 1 to May 1; however, tours will still be given by student guides during this time.</p>
Campus Visit	<p>Students who are seriously considering Wellesley will have a better understanding of student life at Wellesley if they can arrange to spend a day on campus. Candidates are welcome to attend classes, have meals in the residence halls, and talk informally with Wellesley students. Prospective students who plan to spend some time exploring the College are urged to notify the Board of Admission at least three weeks in advance so that tours, interviews, meals, and attendance at classes can be arranged before their arrival on campus.</p>
Standard Tests	<p>The College Board Scholastic Assessment Tests (SAT-I: Reasoning Test and three SAT-II: Subject Tests) or the ACT Assessment is required of all applicants for admission. One SAT-II Test must be the SAT-II: Writing Test; the other two may be in subjects of the student's choice.</p> <p>Each applicant is responsible for arranging to take the tests and for requesting that the results of all tests are sent to Wellesley College. The College Board and ACT send the publications and the registration forms necessary to apply for the tests to all American secondary schools and many centers abroad. The applicant may obtain the registration form at school.</p> <p>It is necessary to register with the College Board approximately six weeks before the test dates; however, limited walk-in registration may be available at some centers. For the ACT, students must register usually four to six weeks prior to the test date. No walk-in registration is available.</p>

Either the SAT-I or three SAT-II Tests may be taken on any of the following dates, but it is not possible to take both the SAT-I and the SAT-II Tests on the same day, so students must select and register for two different test dates. The latest test date from which scores can be used for admission in September 1999 is December 5, 1998.

The College Board Code Number for Wellesley College is 3957.

Dates of College Board Tests	October 10, 1998	March 20, 1999
	November 7, 1998	May 1, 1999
	December 5, 1998	June 5, 1999
	January 23, 1999	

The ACT Assessment test may be taken on any of the following dates. The latest test date from which scores can be used for admission in September 1999 is December 12, 1998.

The ACT code number for Wellesley College is 1926.

ACT Assessment Test Dates	October 24, 1998	April 10, 1999
	December 12, 1998	June 12, 1999
	February 6, 1999	

Admission Plans

Regular Decision A candidate who uses the Regular plan for admission must file an application by January 15 of the year for which she is applying. Applicants will be notified of the Board of Admission's decisions in April. Applicants for regular admission may take SATs or the ACT any time through December of the senior year. Results of tests taken after December arrive too late for consideration by the Board of Admission.

Early Decision Students with strong high school records who have selected Wellesley as their first-choice college by the fall of the senior year should consider the Early Decision plan. Candidates under this plan may initiate applications at other colleges, but they agree to make only one Early Decision application. Once admitted under Early Decision, they must then withdraw all other applications.

Candidates who wish to apply in this framework must submit the application by November 1 and indicate that they want to be considered under the Early Decision plan. Although College Board tests taken through the November 7, 1998 test date or ACT tests taken through the October test date may be used, it is preferred that students complete the appropriate tests by the end of the junior year. Decisions on admission and financial aid will be mailed no later than mid-December.

Early Evaluation	Candidates whose credentials are complete by January 1, and <i>who request it</i> , will receive an Early Evaluation of their chances for admission. These evaluations will be sent by the end of February. Candidates will receive the final decision from the Board of Admission in April.
Accelerating Candidates	The College considers applications from candidates who plan to enter college after completing their junior year of high school and who have demonstrated academic strength and personal/social maturity. These candidates are considered for admission along with other applicants for the Regular Decision plan. They are requested to identify themselves as Accelerating Candidates in their correspondence with the Board of Admission. Accelerating applicants are required to have an interview, preferably at the College. Accelerating Candidates are not eligible for Early Decision or Early Evaluation. In all other respects they follow the same procedures for the Regular Decision plan.
Deferred Entrance	Some students who apply successfully to Wellesley may then desire to defer their entrance to the first-year class for one year. If so, they should accept the offer of admission by May 1, and at the same time request a year's deferral. Students who attend another American college full-time during the year between high school and their entrance to Wellesley are not considered deferred students but must reapply for entrance as transfers. Ordinarily, transfer students may not defer entrance to the following semester or year. This also applies to international students.

International & Transfer Students

Through the years Wellesley has sought and benefited from a large body of international students on campus. The College also seeks highly qualified transfer students who believe that Wellesley's special opportunities will help them achieve specific goals. For international and transfer students there are some additional and different application procedures and deadlines.

International Students	All international students from overseas secondary schools or universities outside of the United States apply for admission through the International Student Board of Admission and complete the Application Form for Applicants Currently Studying Abroad. This includes U.S. citizens who have been educated in a school system abroad.
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Admission is considered for September entrance only. The application and all required credentials must be received by January 15 of the year in which the student plans to enter. The application form should be returned with a nonrefundable registration fee of \$50 drawn on a U.S. bank, or a fee waiver request from the secondary school.

Financial aid is available for only a limited number of international citizens. Therefore, admission is highly competitive for students who apply for financial assistance. Wellesley's established policy is to accept only those international students for whom we can provide the necessary financial support.

The College Board or the ACT entrance examinations and the TOEFL (Test of English as a Foreign Language) are required of all international students in addition to their own national examinations. The TOEFL is not required if English is the candidate's first language. The official ACT or the official SAT-I: Reasoning Test and SAT-II: Subject Tests score reports must be forwarded directly to Wellesley College by the College Board, using Wellesley's Code Number 3957 on the College Board registration form. If the ACT or the SAT-I and SAT-II Tests are not administered in an applicant's country, they may take only the TOEFL.

Interested students are encouraged to initiate the application process one full year in advance of the planned entrance date. To obtain the International Students information brochure and the application form, please write to the Board of Admission. Letters of inquiry should include the student's country of citizenship, present school, academic level, and the year of planned college entrance. Our fax number is (781) 283-3678.

**International
Students
Applying from
U.S. High
Schools**

Citizens of other countries who are currently in secondary school in the United States before entering college apply through the regular admission program. International citizens applying through the regular admission program who also wish to apply for the limited financial aid funds are eligible to apply only under the Regular Decision plan (January 15 deadline).

**Admission of
Transfer Students**

Wellesley College accepts transfer students from accredited four- and two-year colleges. They must offer an excellent academic record at the college level and strong recommendations from their dean and college instructors. The Scholastic Aptitude Test or the SAT-I: Reasoning Test is required of transfer applicants, as well as an interview. Students wishing to transfer into Wellesley should apply by February 10 for entrance in the fall semester, and by November 15 for entrance in the spring semester. Applications may be obtained from the Board of Admission. Notification is in mid-April and late December, respectively. The application forms should be returned with a nonrefundable registration fee of \$50 or a fee waiver request authorized by a financial aid officer or college dean.

The College will accept for transfer credit only those courses that are comparable to courses offered in the liberal arts curriculum at Wellesley. Candidates accepted for transfer will be given a tentative evaluation of their credit status at the time of admission. Transfer credit for studies completed outside of the United States

will be granted only when the Registrar has given specific approval of the courses elected and the institutions granting the credit. To receive a Wellesley degree, a transfer student must complete a minimum of 16 units of work and two academic years at the College, so ordinarily only incoming sophomores and juniors are eligible to apply. A Wellesley unit is equivalent to four semester hours, and some transfer students may need to carry more than the usual four courses per semester in order to complete their degree requirements within four years. Wellesley College has no summer school and courses taken independently during the summer may not be counted toward the 16 units required. Incoming juniors, in particular, should be aware that Wellesley requires evidence of proficiency in one foreign language before the beginning of the senior year. In addition, all transfer students should note Wellesley's course distribution and writing requirements, which must be fulfilled for graduation. These requirements are described on pp. 54–61. Incoming junior transfer students may not take part in the Twelve College Exchange Program or Junior Year Abroad. All transfer students may elect to take courses through the cross-registration program with MIT.

Continuing Education

Wellesley College offers two programs for students beyond traditional college age. They are the Elisabeth Kaiser Davis Degree Program and the Postbaccalaureate Study Program. The Davis Degree Program is designed for women who wish to work toward the Bachelor of Arts degree. The Postbaccalaureate Study Program is available for men and women who already have a bachelor's degree and seek nondegree course work. Students enroll in the same courses as the traditional-age undergraduates and may enroll on a part-time or full-time basis.

Elisabeth Kaiser Davis Degree Program

Candidates for the Davis Degree Program are women, usually over the age of 24, whose education has been interrupted for at least two years or whose life experience makes enrollment through the Davis Degree Program the logical avenue of admission to Wellesley College. At least 16 of the 32 units required for the B.A. degree must be completed at Wellesley. These students, known as Davis Scholars, must meet all the degree requirements of the College. There is no time limitation for completion of the degree, and students may take just one or two courses a term or a full course load. The flexibility of the Davis Degree Program allows a woman to combine school with work and family responsibilities. A small number of Davis Scholars live on campus, and they carry a full academic course load. Some women live in small dormitories especially reserved for Davis Scholars, while others room in larger dormitories, integrated with students of traditional college age.

The College will accept for transfer credit only those courses that are comparable to courses offered in the liberal arts curriculum at Wellesley, and for which a grade of C or better was earned. Course work presented for transfer credit must be accompanied by an official transcript from an accredited college, descriptions of courses at the time they were taken, and the degree requirements of the institution. All information should be sent with the application for admission.

Postbaccalaureate Study Program

Candidates for the Postbaccalaureate Study Program are men and women who already have a bachelor's degree and wish to do further undergraduate work for a specific purpose. Students take courses to prepare for graduate school, enrich their personal lives, or make a career change. The Premedical Study program is a popular choice. A degree is not offered.

Admission

Application forms for the Elisabeth Kaiser Davis Degree Program and Postbaccalaureate Study Program may be obtained from the Board of Admission. Official transcripts, an essay, and letters of recommendation must be submitted before a candidate is considered for admission. A personal interview is also required. The Board of Admission looks for evidence, such as work, volunteer experience, and especially recent course work, that demonstrates a candidate's intellectual ability and initiative.

All applications should be submitted as early as possible, and must be accompanied by a nonrefundable application fee of \$50. Applications for the Elisabeth Kaiser Davis Degree Program are considered once a year for fall semester entrance only. The application deadline is February 15 for admission in the fall of 1999. The deadline for international applicants is January 15. The application deadlines for postbaccalaureate applicants are November 15 for spring semester admission and March 1 for fall semester admission.

Costs, Fees & Expenses

Costs

Wellesley offers a variety of payment plans and financing options to assist all students and their families in meeting the costs of a Wellesley education. In addition, through financial aid, the College is able to offer its education to all students regardless of their financial circumstances. The amount and kind of financial aid is determined solely by financial eligibility criteria. Families may review the most current fee, payment, and financing information at our web site: www.wellesley.edu/Bursar.

Fees & Expenses

At Wellesley the Comprehensive Fee represents approximately half of the educational cost to the College for each student. The rest is provided from gifts and income earned on endowment.

The Comprehensive Fee for 1998–99 resident students is \$29,520. There is an additional fee of \$690 for students who purchase Student Accident and Sickness Insurance. The breakdown is as follows:

	Resident Students	Off-Campus Students
Tuition	\$22,114	\$22,114
Room	3,540	N/A
Board	3,450	N/A
Student activity fee	136	136
Facilities fee	280	280
Comprehensive Fee	\$29,520	\$22,530
Student Accident and Sickness Insurance	690	690

All resident students must have a meal plan. Students who live in cooperative housing and choose a Co-op Meal Plan pay the College a \$500 kitchen usage fee instead of board.

Student Activity Fee	The student activity fee is administered by the student College Government. It provides resources from which student organizations can plan and implement extracurricular activities.
Facilities Fee	The facilities fee is a usage charge for the computer facilities and the Nannerl Overholser Keohane Sports Center.
Student Accident and Sickness Insurance Program	Information about the Wellesley College Health Service and the Student Accident and Sickness Insurance Program is sent with each student's bill in June. All students enrolled in courses at Wellesley College (including Davis Scholars and exchange students) may see a physician, nurse practitioner, or nurse at the Health Service with-

out charge. However, charges *are* incurred for certain procedures, treatments, and laboratory tests. The Student Accident and Sickness Insurance Program covers most of these charges and all inpatient charges in the College Infirmary. The Insurance Program also covers medical care received away from Wellesley, to the extent described in the Insurance Brochure. Insurance coverage is in effect from August 23 to August 23; see brochure for specific details. All eligible students are enrolled and charged for insurance during the summer (in December for students on leave during the fall). The Bursar will cancel the insurance and charge only if (1) a student becomes ineligible or (2) the Bursar receives by August 1 for the following year (or January 1 for spring) a signed waiver card certifying the student's coverage under an equivalent policy. An optional Catastrophe Benefit Program is also available. Students are required by Massachusetts law to enroll in the College Student Accident and Sickness Insurance Plan unless they have equivalent coverage. Because many private insurers and HMOs have strict and/or restrictive guidelines regarding coverage, all students are encouraged to enroll in the College Insurance Plan. Financial responsibility for all medical expenses rests with the student and her family.

Wellesley College does *not* assume financial responsibility for injuries incurred in instructional, intercollegiate, intramural, or recreational programs. The College carries an NCAA policy to provide limited supplemental coverage for students injured while participating in intercollegiate athletics under the auspices of the Department of Physical Education, Recreation and Athletics.

Special Fees and Expenses

These include, but are not limited to, the following: a fee for each course taken for credit in excess of five in any semester (waived for 1998–99); certain special course fees, e.g., the cost of instrumental and vocal lessons (see p. 214); the cost of materials for some art courses.

Because parking at the College is limited, resident first-year students are not permitted to have cars. The parking fee for resident sophomores, juniors, and seniors is currently \$75 for each semester or \$135 for the year; and for off-campus students \$60 for the semester or \$100 for the year.

All fees, with the exception of tuition, room, and board, are subject to change without notice.

Personal Expenses

In addition to the fees above, a student should count on approximately \$1,600 for books, supplies, and personal expenses. Some students spend more and a few spend less.

General Deposit	A General Deposit of \$300, paid by each entering student, is not part of the College fee. The deposit is refunded subsequent to graduation or withdrawal after deducting any unpaid charges or fees.
Refund Policy	Refunds will be made for withdrawal or leave of absence prior to the ninth week of the semester. The Comprehensive Fee will be prorated on a calendar week basis; \$275 will be assessed to cover administrative costs. No refunds will be made for withdrawal or leave of absence after the eighth week; however, a student who withdraws during her first semester at Wellesley may receive a refund through the tenth week. The date of withdrawal shall be the date on which the student notifies her Class Dean of withdrawal in writing, or if the Dean is not notified, the date on which the College determines that the student has withdrawn. Refunds will be prorated among the sources of original payment. Grants and education loans will be refunded to the grantor or lender.
Continuing Education Fees and Refunds	<p>Tuition for an off-campus Davis Scholar or postbaccalaureate student is \$2,765 per semester course. Students taking four or more courses a semester pay \$11,057 per semester. A \$17 per course student activity fee with a maximum of \$68 per semester, and a \$35 per course facilities fee with a maximum of \$140 per semester will also be charged.</p> <p>An off-campus Davis Scholar or postbaccalaureate student who withdraws from a course will receive a full refund during the add/drop period; thereafter, charges will be prorated on a calendar week basis until the eighth week of classes. To cover administrative costs, \$275 will be assessed upon withdrawal or leave of absence. If a student returns to Wellesley from leave, the \$275 will be credited toward charges for the following term. No refunds will be made for withdrawal after the eighth week. However, a student who withdraws during her first semester at Wellesley may receive a refund through the tenth week. The date of withdrawal shall be the date on which the student notifies the Dean of Continuing Education of withdrawal in writing, or if the Dean is not notified, the date on which the College determines that the student has withdrawn. Refunds will be prorated among the sources of original payment. Grants and education loans will be refunded to the grantor or lender.</p> <p>Other fees and refunds for resident Davis Scholars are identical to the fees and refunds for other students. All students in the Davis Degree or Postbaccalaureate Study programs are also responsible for paying the General Deposit and Student Insurance Charge.</p>
High School Student Fees and Refunds	High school students taking courses at Wellesley pay \$2,765 per semester course; for refunds, charges are prorated on a calendar week basis until the eighth week. High school students also pay the General Deposit, but are not eligible for Student Insurance.

Payment Plans

Wellesley offers three payment plans to meet varied needs for budgeting education expenses: the traditional Semester Payment Plan, a Ten-Month Payment Plan, and a four-year Prepaid Tuition Stabilization Plan. See Summary of Payment Plans and Financing Options below.

All fees must be paid in accordance with one of these approved payment plans before the student may register or receive credit for courses or obtain grade transcripts. All financial obligations to the College must be met before a diploma may be awarded. Fees for late payment and interest may be charged on delinquent accounts.

It is the student's responsibility to ensure that loans, grants, and other payments are sent to the College by the plan due dates.

Semester Payment Plan

The Comprehensive Fee for each semester (after subtracting scholarships and loans for that semester) is paid to the College by August 1 for the fall semester and by January 1 for the spring semester. This plan is generally used by families who are paying college expenses from savings or who have access to loans at favorable terms. See Summary of Payment Plans and Financing Options.

Ten-Month Payment Plan

The Comprehensive Fee for each semester (after subtracting scholarships and loans for that semester) is budgeted over five payments. The payments are due on the 25th day of every month, May 25 to September 25 for the fall semester and October 25 to February 25 for the spring semester. A per-semester fee of up to \$125 covers administrative costs.

The Ten-Month Plan was established for families who pay from current family earnings. Some families deposit money into their own savings accounts at home so they will have funds available for August 1 and January 1 payment to Wellesley without the additional administrative expense. The College cannot extend the payment period of the Ten-Month Plan.

Prepaid Tuition Stabilization Plan (PTSP)

This program provides a written contract guaranteeing that the cost of tuition will remain the same for each of four consecutive years at Wellesley College, provided the student pays by June 30 an amount equal to four times the first year's tuition cost. Provisions are made for leaves of absence (up to two semesters), refunds, and withdrawals. This program only stabilizes the cost of tuition at Wellesley College; all other charges such as room and board will be billed at the rate for the applicable year, as will tuition for any exchange program or other college at which the student enrolls.

Payment for
Students
Receiving
Financial Aid,
Scholarships or
Loans

Grants and loans are generally applied equally against charges for each semester. The remaining balance must be paid in accordance with one of the approved plans. A student on financial aid who has difficulty meeting the payment schedule or whose loans or grants will not arrive by the third week of classes should consult the Financial Aid Office and her Student Account Coordinator in the Bursar's Office.

Financing Options

To finance the Wellesley Payment Plans, several options are available whether or not a student has been awarded financial aid, other scholarships, or loans. Detailed information can be obtained from the Office of the Bursar and the Office of Financial Aid and is included in brochures mailed each spring. To compare the various plans see the Summary of Payment Plans and Financing Options. A brief description of each follows.

Federal Parent
Loan for
Undergraduate
Students (PLUS)

Under this federally guaranteed loan program, parents may borrow the cost of education, less financial aid and other education grants or loans, from participating banks. The applicant and student must be permanent U.S. residents or citizens.

Monthly repayment begins immediately after the loan is received; however, repayment of the loan principal and, under certain conditions, interest, may be deferred while the borrower is a full-time student or experiencing economic hardship.

Key Education
Resources
Achiever Loan

This plan, offered to all parents and independent students by Key Education Resources, aids budgeting. It fixes a monthly repayment amount, for up to 20 years beginning with the student's first year, of \$317 for each \$10,000 that will be borrowed annually (\$40,000 total). Other repayment options permit interest-only payments, while the student is in college, of \$83 per month for each \$10,000 borrowed, with monthly payments of \$423 after 4 years (\$40,000 loan). Life and disability insurance and a home equity option may also be available.

MEFA

This joint loan program of the Massachusetts Educational Financing Authority and Wellesley College provides fixed or variable low interest rate loans and convenient repayment. The full cost of education or tuition stabilization may be borrowed and a home equity option is available in most states. MEFA Loan repayment is as low as \$91 per month for 15 years for each \$10,000 borrowed (\$368 for \$40,000).

**Federal
Unsubsidized
Stafford Loan**

Under this federally guaranteed loan program, a student who has costs of education not met by financial aid and who is not eligible (based on federal rules for determining financial need) to borrow up to federal maximums under the Federal Subsidized Stafford Loan Program, may borrow the difference between her subsidized Stafford Loan (if any) and the Unsubsidized Stafford program limits.

An independent student or a dependent student whose parent does not qualify for a Federal PLUS may also borrow up to additional federal maximums if she has costs of education not met by financial aid and she has already borrowed her basic Federal Stafford Loan maximum.

Interest starts to accrue immediately, but repayment may be deferred while the student is enrolled at least half-time or is experiencing economic hardship.

Other Financing

The loan programs described above were selected by Wellesley College from a variety of available alternatives. In addition, many credit unions, banks, and other financial institutions offer trust, investment, and loan programs. Life insurance policies and pension and other union, employer, or employee savings programs may provide loans with specific advantages. Some parents or other relatives or friends may apply for a loan with the understanding that the student will assume responsibility for repayment. Many Wellesley students earn a significant portion of their tuition through vacation and term-time employment. The staff in the Office of the Bursar and the Financial Aid Office are available to discuss possible avenues of financing with all students and their families, whether or not the students have been awarded financial aid or scholarships.

Summary of Payment Plans and Financing Options 1998–99*

Payment Plans

	Eligibility	Annual Maximum	Payments Per Year	Years to Complete Payments
Semester Payment Plan	All families	Comprehensive***** Fee (\$29,520 for residents)	2	4
Ten-Month Payment Plan**	All families	Comprehensive***** Fee (\$29,520 for residents)	10	4
Prepaid Tuition Stabilization Plan (PTSP)***	All families	\$88,456 first year only	1 in first year only for tuition; 2 or 10 for other fees	1 4

Financing Options (not based on eligibility for financial aid)

Federal Parent Loan for Undergraduate Students (PLUS)****	Parents or guardians of students enrolled at least half-time	Total cost of attendance less grants and other loans	12	5 for first loan; 25 with multiple loans
Federal Unsubsidized Stafford Loan*****	Students enrolled at least half-time who are not eligible for the maximum subsidized Stafford Loan	\$2,625 in first year; \$3,500 in sophomore year; \$5,500 in junior and senior year; \$23,000 undergraduate total	12	5–25 years (with consolidation)
MEFA	Families of all students enrolled at least half-time	Total cost of attendance less grants and other loans	12	15 for fixed rate loan; 10 for variable rate loan
Key Education Resources Achiever Loan	All families and self-supporting students	Total expense of education	12	20
Key Alternate Loan	Students enrolled at least half-time	\$7,500 first year; \$10,000 remaining years; \$47,500 total	12	10–15

* Information on these pages pertains to fees, rates, and terms as of 4/30/98. All programs are evaluated yearly. Admitted students and their families receive current information on the options in the spring prior to their September enrollment.

** To determine your monthly payment, subtract any anticipated education loans or grants from your Comprehensive Fee to calculate your "Amount Budgeted" for the table to the right.

*** Applies to tuition only; remaining Comprehensive Fee paid on Semester Payment Plan or Ten-Month Payment Plan each year.

**** Must be U.S. citizen or resident. In addition to the above amounts for combined unsubsidized Stafford and any subsidized Stafford (in a Financial Aid Award), independent and certain dependent students (whose parents do not qualify for PLUS) may borrow \$4000 first and second year; \$5000 other years.

***** Comprehensive Fee includes cost of tuition, room, board, and facilities and activity fees.

This is a general summary. Specific details and exceptions are available upon request. Wellesley College provides information about these loans only as an example of options available to families. We do not endorse particular programs and recommend strongly that families carefully review these and other potential financing sources and borrow only the minimum needed.

Payments Due	Annual Interest Rate	Service Fees	Insurance	Credit Check
August 1 January 2	None	None	None	None
Monthly; May 25–Feb. 25	None	\$50–250**	None	None
Entire \$88,456 June 30, 1998	None	None	None	None
Monthly; some deferments available	8.98% variable, 9% maximum	4% of loan amount	Yes	Required
Monthly; some deferments available	8.25% variable, 8.25% maximum	4% of loan amount	Yes	None
Monthly	6.89% (7.51% APR) fixed rate loan; 6.57% variable; Home Equity Option	3.75% of loan amount	Optional	Required
Monthly; interest only option also available	As low as 8.93%	2%–4% of loan	Optional	Required
Monthly; start 6 months after graduation	8.57% in school- 8.72% in repayment variable	4% with co-signer 9% without co-signer	None	Yes

Amount Budgeted	Administrative Fee	Monthly Payment	Total Payment
\$19,000–29,520	\$250	\$1,925–2,977	\$19,250–29,770
14,000–18,999	200	1,420–1,920	14,200–19,199
9,000–13,999	150	915–1,415	9,150–14,149
4,000– 8,999	100	410– 910	4,100– 9,099
1,000– 3,999	50	105– 405	1,050– 4,049

Financial Aid

The Wellesley College financial aid program opens educational opportunities to able students of diverse backgrounds, regardless of their financial resources. No entering first-year student should be discouraged from applying to Wellesley because of the need for financial aid. Approximately 50 percent of all Wellesley students receive financial aid, based on need, from the College.

At Wellesley College financial aid is based on demonstrated need as defined through the College's financial aid policies. Amounts vary in size according to the resources of the individual and her family and may equal or exceed the comprehensive College fee. Although aid is generally granted for one year at a time, the College expects to continue aid as needed throughout the student's four years, provided funds are available.

Determination of the amount of aid begins with the examination of family financial resources. Using both federal and institutional methodologies, the Financial Aid staff establishes the amount the parents can reasonably be expected to contribute. The staff also looks at the amount that the student can contribute from her earnings, assets, and benefits. Each year, the Financial Aid Committee determines a standard amount expected from the student's summer and vacation earnings. The total of the parents' and the student's contributions is then subtracted from the student's budget, which is composed of the College fees, a \$1,600 book and personal allowance, and an allowance toward travel from her home area to Wellesley. The remainder equals the financial need of the student and is offered in aid while funds are sufficient. The financial aid is "packaged" in a combination of three types of aid: work, loan, and grant. The Financial Aid Committee sets yearly amounts of academic year work and loan.

Work

Generally, a portion of a student's financial aid is met through a job on or off campus, usually as part of the federal work study program. Students are expected to devote no more than ten hours a week to their jobs. For 1998–99, first-year students are expected to earn \$1,800; sophomores, \$1,900; juniors and seniors, \$2,000. The Student Employment Office manages placement and pay rates for on-campus opportunities, both for financial aid students and those not qualifying for aid. It also maintains listings of off-campus opportunities.

Financial aid students receive priority for on-campus jobs such as office work in academic and administrative departments; however, they are responsible for finalizing their positions in a timely manner. Off campus, students have worked in museums, laboratories, research institutions, and community offices.

Loans	<p>The next portion of a student's financial aid is met through low-interest loans. The 1998–99 amounts are \$3,700 for first-year students, \$4,400 for sophomores, \$5,500 for juniors, and \$5,800 for seniors. There are several kinds of loans available with different interest rates and terms of repayment. The suggested loan amount and loan program are specified in the aid offer.</p>
Repayment of Loans from the College	<p>A student who has received a loan from the College has the obligation to repay the loan after withdrawal or graduation. Early in the school year, the student is expected to attend a loan entrance interview. Before she leaves the College she should make arrangements for an exit interview with the Bursar. At that time she will be notified of her rights and responsibilities regarding the loan and will be given a repayment schedule.</p> <p>In order to be eligible for aid from Wellesley, transfer students cannot be in default on prior education loans. Wellesley will not offer any federal, state, or institutional aid to students in default on prior education loans.</p>
Grants	<p>The remaining portion of the student need is awarded in grants by the College from its own resources, from the federal government through the Federal Supplemental Educational Opportunity Grant and Pell Grant Programs, or from outside agencies.</p> <p>Students who are eligible for other grants are required to apply. If the student does not apply, the College will not replace the amount she would have received. In addition, whenever possible, students should seek grants from local programs, from educational foundations, and from other private sources.</p>
Academic Requirements for Financial Aid	<p>Evaluations of all students' academic records are made at the end of each semester by the Academic Review Board. Eligibility for financial aid is reviewed on a yearly basis. Students must make satisfactory progress toward the degree and maintain a C average. No credit is associated with course incompleteness, course withdrawal, noncredit remedial courses or course repetition; therefore, these courses are not considered in progress toward the degree.</p> <p>Ordinarily, a full-time undergraduate student completes the requirements for the B.A. degree in eight semesters. A student may submit an appeal to the Academic Review Board for additional time. The Academic Review Board will consider special circumstances and may grant up to ten semesters for a full-time student or up to 14 semesters for a part-time student. A student may request financial aid for semesters beyond the usual eight if the Academic Review Board has approved the extension.</p>
Town Tuition Grants	<p>Wellesley College offers ten Town Tuition Grants to residents of the town of Wellesley who qualify for admission and who meet the town's residency requirements. These students may live at home</p>

or on campus. Those who choose to live on campus may apply to the College for additional financial aid, and their applications will be reviewed in relation to the same financial aid considerations presently applicable to all Wellesley students.

**ROTC
Scholarships**

ROTC admission criteria conflict with the nondiscrimination policy of Wellesley College (see inside back cover). Students, however, may enroll in ROTC programs offered at MIT through the College's cross-registration program. Wellesley students may apply for scholarship aid from the Air Force and Army. Interested students should contact the appropriate service office at Building 20E, Massachusetts Institute of Technology, Cambridge, MA 02139, or call: Air Force, (617) 253-3755; Army, (617) 253-4471.

**Financial Aid
for Transfer
Students**

Financial aid funds are available to assist a limited number of transfer students. If funds are available, those students with demonstrated need will be eligible to receive aid for the number of semesters determined by the Registrar as necessary for degree completion. If a transfer student does not receive a grant upon admission to the College, she will not qualify for a grant while she is at Wellesley. It is possible, however, that she may receive work study or a student loan.

**Financial Aid for
Wait-listed
Students**

The College cannot guarantee the availability of aid for students on the wait list for admission. In most years, applicants are admitted from the wait list with aid. Aid availability should not discourage applicants from remaining on the wait list.

**Financial Aid for
International
Students**

A limited amount of financial aid is available for international students. If an international student enters without aid, she will not be eligible for it in future years.

**Financial Aid for
Davis Scholars**

Financial aid is offered to students who are in the Elisabeth Kaiser Davis Degree Program. Davis Scholars receive work and loan as the first components of the aid package, with grant meeting remaining need. The cost of education will vary for Davis Scholars living off campus in accordance with the number of courses for which they are enrolled. Financial Aid is not available to meet the full costs of living off campus.

**Wellesley
Students' Aid
Society**

The Wellesley Students' Aid Society, Inc. is an organization of Wellesley College alumnae. In addition to providing funds for grants and long-term tuition loans, the organization also serves as a resource for short-term emergency loans and other student services.

**Assistance for
Families Not
Eligible for Aid**

Wellesley has special concern for middle- and upper-income families who find it difficult to finance their daughter's education through current income. The services of the Office of Financial Aid are designed to assist all families, regardless of the need for aid.

If those families do not qualify for aid, the College will assist in several ways. Wellesley will help any student find a job, on or off campus. The College will furnish information and advice on obtaining student and parent loans. Three payment programs are offered by the College: a Semester Plan, a Ten-Month Plan, and a Prepaid Tuition Stabilization Plan. A number of financing options are available. They are described in the Summary of Payment Plans and Financing Options.

**For Further
Information**

Detailed information on all the material summarized here is described in Wellesley's brochure "Financing Your Education." This brochure is sent to prospective students with the admission application. Each spring updated information is available on the payment and loan programs from the Office of the Bursar.

**Applying for
Financial Aid**

Applicants for admission who intend to apply for financial aid must file five forms: the Wellesley College Application for Financial Aid, the Financial Aid Profile of the College Scholarship Service (Profile), the Free Application for Federal Student Assistance (FAFSA), and signed copies of all pages and schedules of both the parents' and the student's most recent federal income tax returns. Additional documents are required if parents are separated/divorced or self-employed.

In reviewing resources from parents, the College considers information from both parents regardless of their marital status. Students are expected to furnish parent information in their initial year and all remaining years. Students in the Davis Degree Program who satisfy federal guidelines for self-supporting students are exempt from this requirement.

Application Form

The Wellesley College Application for Financial Aid should be returned to the Director of Financial Aid, Box FA, Wellesley College, 106 Central Street, Wellesley, MA 02481, by November 1 for Early Decision applicants, January 15 for Regular Decision applicants and fall semester Transfer applicants, and November 15 for spring semester Transfer applicants.

**FAFSA/CSS
Profile**

The FAFSA will be available from high school guidance offices for new students and from Wellesley College for returning students. Information about registration for the CSS Financial Aid Profile will be available from the guidance office for entering students and from Wellesley for returning students. Applicants should plan to

register two weeks before the form is due to allow sufficient time for CSS to process the registration and for families to complete the Profile.

The Profile must be filed by February 1 for Regular Decision applicants and fall semester Transfer applicants, and by November 15 for spring semester Transfer applicants. Early Decision applicants must file the CSS Profile by November 15. All applicants, Regular Decision and Early Decision, should file for the FAFSA by February 1.

Graduate Fellowships

Wellesley College offers a number of fellowships for graduate study that are open to graduating seniors and graduates of Wellesley. Two of these fellowships are open to women graduates of any American institution. Awards are usually made to applicants who plan full-time graduate study for the coming year. Preference in all cases, except for the Peggy Howard Fellowship, will be given to applicants who have not held one of these awards previously. Awards will be based on merit and need. Please note that these fellowships are for study at institutions other than Wellesley College.

For Wellesley College Graduating Seniors

Susan Rappaport Knafel '52 Traveling Fellowship awarded to a member of the graduating class who displays an interest in and an acceptance of others, and who displays the ethos of a Wellesley education. The fellowship will fund a year of travel abroad, with the requirement that the recipient not remain in the same area for more than two months. Stipend: \$18,000

Susan Rappaport Knafel '52 Scholarship for Foreign Study awarded to a member of the graduating class who displays a desire to learn and an ability to impart knowledge and judgment to others. The scholarship will fund a year of study in a foreign institution to pursue a specific subject that requires contact with foreign scholars, libraries, or other resources. Stipend: \$25,000

Trustee Scholarships are awarded on a competitive basis to graduating seniors who are currently applying to graduate school. The title Trustee Scholar is honorary; in cases of financial need, stipends may be awarded.

For Graduates of Wellesley College

Anne Louise Barrett Fellowship preferably in music and primarily for study or research in musical theory, composition, or the history of music, abroad or in the United States. Stipend: Up to \$3,000
Margaret Freeman Bowers Fellowship for the first year of study in the fields of social work, law, or public policy/public administration, including MBA candidates with plans for a career in the field of social services. Preference will be given to candidates demonstrating financial need. Stipend: Up to \$6,000

Professor Elizabeth F. Fisher Fellowship for research or further study in geology or geography, including urban, environmental, or ecological studies. Preference given to geology and geography. Stipend: Up to \$1,500

Ruth Ingersoll Goldmark Fellowship for study in English literature, English composition, or the Classics. Stipend: Up to \$1,500

Horton-Hallowell Fellowship for graduate study in any field, preferably in the last two years of candidacy for the Ph.D. degree or its equivalent, or for private research of equivalent standard. Stipend: Up to \$6,000

Peggy Howard Fellowship in Economics to provide financial aid for Wellesley students or alumnae continuing their study of economics. Administered by the economics faculty, who may name one or two recipients depending on the income available.

Thomas Jefferson Fellowship for advanced study in history. Stipend: Up to \$6,000

Edna V. Moffett Fellowship for a young alumna, preferably for the first year of graduate study in history. Stipend: Up to \$4,000

Alice Freeman Palmer Fellowship for study or research abroad or in the United States. The holder must be no more than 26 years of age at time of her appointment and unmarried throughout the whole of her tenure. Stipend: Up to \$15,000

Vida Dutton Scudder Fellowship for study in the field of social science, political science, or literature. Stipend: Up to \$2,500

Harriet A. Shaw Fellowship for study or research in music, art, or allied subjects, abroad or in the United States. Preference given to music candidates; undergraduate work in history of art required of other candidates. Stipend: Up to \$3,000

Mary Elvira Stevens Traveling Fellowship offers unique support for a year of travel or study outside the United States, with the general plan approved in advance by the Fellowship Committee. This fellowship is available to Wellesley graduates at least 25 years of age on December 31 of the year in which the application is made. Candidates seeking to explore nonacademic fields are encouraged to apply. Stipend: up to \$20,000

Sarah Perry Wood Medical Fellowship for the study of medicine. Nonrenewable. Stipend: Up to \$40,000

Fanny Bullock Workman Fellowship for graduate study in any field. Stipend: Up to \$5,000

For Women Graduates of Any American Institution

Mary McEwen Schinke Scholarship, a supplemental award for the purpose of affording relief from household and child care expenses while pursuing graduate study. The award is made on the basis of scholarly expectation and identified need. The candidate must be over 30 years of age, currently engaged in graduate study in literature and/or history. Preference given to American Studies. Stipend: Up to \$1,000

M.A. Cartland Shackford Medical Fellowship for the study of medicine with a view to general practice, not psychiatry. Stipend: Up to \$7,000

**Instructions for
Applying for
Fellowships
Listed Above**

See information on the Mary Elvira Stevens and the Peggy Howard Fellowships. Applications for the other fellowships may be obtained from the Secretary to the Committee on Graduate Fellowships, Center for Work and Service, Wellesley College, 106 Central Street, Wellesley, MA 02481. Applications and supporting materials submitted by mail must be postmarked no later than January 11, 1999. If hand-delivered, the application must be received in the Center for Work and Service no later than January 11, 1999.

Application forms for the Peggy Howard Fellowship may be obtained from the Economics Department, Wellesley College, 106 Central Street, Wellesley, MA 02481. Applications and supporting materials should be returned to the same address in early April.

Application forms for the Mary Elvira Stevens Fellowship may be obtained from the Alumnae Office, Wellesley College, 106 Central Street, Wellesley, MA 02481. The applications and supporting materials should be returned to the same address and postmarked no later than December 14, 1998.

The Academic Program

The Academic Program

The process of learning begins with the mind and motivation of the student herself. The most tempting array of courses and the most carefully planned requirements alone will not guarantee the growth of an educated mind. The academic experience is designed for the student who seeks a broad acquaintance with the many and diverse fields of human inquiry as well as the opportunity to explore her personal intellectual interests in depth. It provides for the acquisition of knowledge and the skills appropriate to the liberal arts but above all it is responsive to the student who genuinely wishes to acquire the habit of learning. It seeks to stimulate the mind, refine the eye, and enlarge the capacity for free, independent, and discriminating choice.

On-line Course Information

Students may access Wellesley College course information and class schedules through the Internet via the Campus-Wide Information System: <http://www.wellesley.edu/>

The Curriculum

The curriculum at Wellesley is structured to provide strong guidance and to allow, at the same time, great personal choice. Central to the curriculum is the concept of diversity, the concept that the student should pursue a number of disciplines during her four years at the College. Accordingly, by the time the Bachelor of Arts degree is earned, she should be acquainted with the main fields of human interest, capable of integrating knowledge from various fields, and prepared for continuous scholarly and personal growth. In her major field, the student is expected to demonstrate maturity of thought, acquaintance with recognized authorities in the field, and general competence in dealing with sources of research or analysis.

Requirements for Degree of Bachelor of Arts

Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials. Each candidate for the degree of Bachelor of Arts is required to complete 32 units of academic work with a C average or better. With some exceptions, described below, each semester course is assigned one unit of credit. Specific courses, designated by their departments and approved by the Committee on Curriculum and Instruction, are assigned 1.25 units of credit. To be eligible for 1.25 units of credit, a course must meet for 300 minutes or more per week and involve, in addition, substantial time spent on course-related work outside scheduled class meetings. Departments may also request permission from the Committee on Curriculum and Instruction to offer courses for 0.5 units of credit. A student may earn no more than 2 units toward the degree as the result of the

accumulation of fractional units through 1.25 unit courses taken at Wellesley; the same 2-unit limit applies to the accumulation of fractional units through 0.5 unit courses. A unit of credit is equivalent to four semester-hours or six quarter-hours. The normal period of time in which to earn the degree is four years and a normal program of study includes from three to five courses a semester. The average course load is four courses per semester. First-year students are encouraged to carry a maximum of four courses each semester, but upperclass students may take five.

Courses are classified as Grades I, II, and III. Introductory courses are numbered 100–199 (Grade I); intermediate courses, 200–299 (Grade II); advanced courses, 300–399 (Grade III). Each student must include in her program at least four units of Grade III work, at least two of which shall be in the major. At least two units of Grade III work must be taken in a student's last two years. Directions for election of the major vary with the department. Please see departmental listings for specific major requirements.

Distribution Requirements

The following distribution requirements apply to students entering in Fall 1997 and later.

In order to provide students with as much flexibility as possible, Wellesley requires no specific courses except Writing 125. However, to ensure that students gain insight and awareness in areas outside their major fields, the College requires that they elect nine units drawn from eight substantive and skill-based categories as part of the 32 units required for graduation. (Courses numbered 250/350, Research or Individual Study, or 360/370, Honors Research, do not satisfy this requirement.) Students who enter as first-year students must take six of these nine units at Wellesley. Transfer students and Davis Scholars who enter with eight units prior to Wellesley must take at least three units at Wellesley, and students entering with 16 prior units may take the distribution requirements at Wellesley or use their prior units.

Courses assigned to two distribution areas may not be used to fulfill two distribution requirements. This limitation does not apply to overlay requirements (the writing requirement, the multicultural requirement, and the quantitative reasoning requirement, described on pp. 58–60).

Students must complete three units drawn from the following two distribution areas. At least one unit must come from each of these two areas:

Language and Literature

Language and Literature. Courses in this group focus on: (1) the history, critical analysis, theory, and/or creation of literature, and (2) increasing mastery of the grammar, usage, and cultural context of languages studied beyond the elementary level. Courses in creative writing also fulfill this requirement.

Normally, only one course fulfilling the language requirement in a given department will be designated as satisfying the distribution requirement in Language and Literature. Courses in language instruction at the 100-level may not be used to satisfy this distribution requirement.

**Visual Arts,
Music, Theatre,
Film, and Video**

Visual Arts, Music, Theatre, Film, and Video. Courses in this area focus on: (1) the history, critical analysis, and/or theory of the visual and performing arts, and (2) practice in the creation and performance of these arts.

Students must complete three units drawn from the following four distribution areas. One unit must come from the Social and Behavioral Analysis category; the two additional units must come from two of the three other categories:

**Social and
Behavioral
Analysis**

Social and Behavioral Analysis. Courses fulfilling this requirement introduce students to different theoretical and methodological approaches to the study of human societies and behaviors. These courses examine how individuals interact with and are influenced by social groups and institutions, including those associated with politics, economics, religion, family, health, education, and the arts; how and why particular forms of social organization emerge within groups or societies; and the nature of social change and conflict.

**Epistemology
and Cognition**

Epistemology and Cognition. Courses in this area examine the nature, sources, and limits of human knowledge. Some of these courses consider the standards for justifying knowledge about human beings and the world in which they live, as well as philosophical debates, both contemporary and historical, about the nature of such standards. Other courses explore aspects of intelligence—among them language, memory, perception, and learning and the cognitive, computational, and neural processes that underlie them.

**Religion, Ethics,
and Moral
Philosophy**

Religion, Ethics, and Moral Philosophy. Courses meeting this requirement engage students in disciplined reflection on human conduct, the nature of values, the traditions of thought that have informed these values, and the religious traditions of the world. These courses will help students understand moral and political theory, ethical issues, and the role of religion in human life and society.

Historical Studies

Historical Studies. Courses in this area develop students' understanding of history in one, or both, of two ways: (1) by illuminating the distinctiveness of one or another part of the past, with the goal of bringing students to an appreciation of political, social, economic, or cultural configurations different from their own, and (2)

by exploring the processes of historical change, through which one configuration of institutions, ideas, and behaviors is replaced by another.

Students must complete three units from the following two distribution areas. At least one unit must come from each of these two areas, and at least one unit must be a laboratory unit:

**Natural and
Physical Science**

Natural and Physical Science. This requirement is designed to give students a basic knowledge of the capabilities and limitations of the scientific method of inquiry. Courses in this area focus on understanding scientific concepts and emphasize the methods used to gather, interpret, and evaluate scientific data.

**Mathematical
Modeling and
Problem Solving
in the Natural
Sciences,
Mathematics, and
Computer Science**

Mathematical Modeling and Problem Solving in the Natural Sciences, Mathematics, and Computer Science. Courses in this group help students develop skills needed: (1) to formulate, understand, and analyze mathematical models of natural phenomena, and/or (2) to formulate and solve complex problems requiring a logical progression through multiple mathematical or computational steps.

**Distribution
Requirements for
Students Entering
Prior to Fall 1997**

Students entering Wellesley prior to the fall of 1997 satisfy distribution requirements by electing nine units (three in each of three academic areas) as follows:

**GROUP A
Literature,
Foreign
Languages, Art,
and Music**

Three units chosen from courses in Art, Chinese, English, French, German, Greek and Latin, Hebrew, Italian, Japanese, Music, Russian, Spanish, Theatre Studies, from courses designated as Group A in Africana Studies, Classical Civilization, and Women's Studies, and from those extradepartmental courses that are designated as fulfilling the requirement in Group A.

**GROUP B
Social Science,
Religion,
Philosophy, and
Education**

In Group B a student must complete one unit from Group B¹, one unit from Group B², and a third unit from either B¹ or B².

Group B¹

One or two units chosen from courses in the Departments of History, Philosophy, Religion, and courses designated as B¹ in Africana Studies, Education, Classical Civilization, and Women's Studies.

Group B²

One or two units chosen from courses in the Departments of Anthropology, Economics, Political Science, Psychology, Sociology, and courses designated as Group B² in Africana Studies, Education, and Women's Studies.

GROUP C Science and Mathematics	Three units, at least one of which shall be a course with laboratory, chosen from courses offered in the Departments of Astronomy, Biological Sciences, Chemistry, Computer Science, Geology, Mathematics (except Math 103), Physics, and certain courses in Technology Studies designated as fulfilling the Group C requirement. Courses that include “with Laboratory” in the title fulfill the Group C laboratory requirement.
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Foreign Language Requirement	Before the beginning of the senior year, students must exhibit a degree of proficiency in the use of one foreign language, either ancient or modern. Many students fulfill this requirement by passing one of the language tests offered by the College Board. Wellesley requires a score of 650 or better on the SAT-II: Subject Test, or a score of at least 3 on the Advanced Placement Examination (AP) to fulfill the foreign language requirement. (A score of 3 on the AP exam does not give college credit, however.) This requirement can also be met by the completion of two units of language study at the second-year college level or one unit of language study above the second-year college level. <i>Note: A score of 610 or better on the College Board Achievement Test taken before April 1995 fulfills the foreign language requirement.</i>
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Second-Year College Level Courses

Chinese:	201 (1–2), 251 (1), 252 (2)
French:	201–202 (1–2) or 203–204 (1–2)
German:	201–202 (1–2) or 211–212 (1–2)
Greek:	201 (1), 202 (2) or Religion 298 (2)
Hebrew:	(see Religion Department), Hebrew 201–202 beginning in 1995–96
Italian:	201 (1), 202 (2)
Japanese:	201–202 (1–2)
Latin:	201 (1), 202 (2)
Russian:	201–202 (1–2)
Spanish:	201–202 (1–2)

Students may earn credit for introductory courses in no more than two modern foreign languages. Fulfillment of the foreign language requirement through work done at another institution must be approved by the appropriate department. Students interested in Arabic should refer to the section on the cooperative program with Brandeis on p. 71. A student whose native language is not English and who has studied that language and its literature through high school will be exempted from this requirement, subject to approval of the Class Dean and the Academic Review Board.

Writing Requirement	Each entering student is required to complete one semester of expository writing in her first year. Courses (numbered 125) are offered in the Writing Program. Transfer students and Davis
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Scholars who have not fulfilled a similar requirement must also complete one semester of expository writing, either a Writing 125 course or Writing 225. Students are expected to use acceptable standards of spoken and written English in their college work.

Multicultural Requirement

All students must complete one unit of course work that focuses on (1) African, Asian, Middle Eastern, Caribbean, Latin American, Native American, or Pacific Island peoples, cultures, or societies; and/or (2) a minority American culture, such as those defined by race, religion, ethnicity, sexual orientation, or physical ability; and/or (3) the processes of racism, social or ethnic bias, or cross-cultural interaction. Each student, in consultation with her first-year advisor, her departmental major or minor advisor, or her class dean, will choose a course to meet this requirement. She will explain her choice in a written statement to be submitted to and signed by the advisor or dean with whom she has consulted.

The multicultural requirement may be satisfied with a course that also satisfies a distribution requirement.

Quantitative Reasoning Requirement

The following quantitative reasoning requirement applies to students entering in Fall 1997 and later.

The ability to think clearly and critically about quantitative topics is fundamental to effective citizenship in the modern world. In addition, mathematical reasoning is important in a wide range of disciplines. The College wants to ensure that mathematics does not serve as a barrier or disincentive to those students who might otherwise be interested in courses or careers that require basic quantitative reasoning skills. To this end, Wellesley has established a quantitative reasoning requirement that, effective with students entering in the fall of 1997, must be satisfied by all students.

The quantitative reasoning requirement consists of two parts: a basic skills component and an overlay course component. The basic skills component of the requirement is intended to help students gain the math skills they need for courses with a quantitative focus. These skills include some facility with arithmetic and basic algebra, reading and preparing graphs, as well as the ability to draw conclusions about the world based on quantitative information. To help identify those students in need of these skills, all entering students, including Davis Scholars and transfer students, will be required to take the Quantitative Reasoning Assessment. The Quantitative Reasoning Assessment is a math test that will help identify areas where students need to strengthen their math skills. Students who do not pass the Quantitative Reasoning Assessment will be required to enroll in QR 140, Introduction to Quantitative Reasoning, a basic skills course focusing on mathematical topics in the context of real-world applications. Students must complete the basic skills component of the quantitative reasoning requirement in their first year.

The second part of the quantitative reasoning requirement, the overlay course component, is designed to engage students in the analysis and interpretation of data in a scientific or social context and to provide an understanding of the statistics used in everyday life. This part of the quantitative reasoning requirement is satisfied by successfully completing a course designated as appropriate by the Committee on Curriculum and Instruction. This course may also be used to satisfy a distribution requirement. For more information about the Quantitative Reasoning Program, see page 322.

The Major

Students may choose from among 31 departmental majors and 20 interdepartmental majors—American Studies, Architecture, Biological Chemistry, Chinese Studies, Classical Civilization, Classical and Near Eastern Archaeology, Cognitive Science, Comparative Literature, French Cultural Studies, German Studies, International Relations, Italian Culture, Japanese Studies, Jewish Studies, Language Studies, Latin American Studies, Medieval/Renaissance Studies, Peace and Justice Studies, Psychobiology, and Russian Area Studies—or they may design an individual major. Of the 32 units required for graduation, at least eight are to be elected in the major. Many departments require more than eight courses, and Directions for Election of the major vary. (See departmental listings for specific requirements.) While a student must complete one major, she may choose to complete two majors or a major and a minor. No single course may be counted toward two majors or toward both a major and a minor.

Students who are interested in an individual major should submit a plan of study to two faculty members from different departments. The plan should include four units in one department above the introductory level. The program for the individual major is subject to the approval of the Committee on Curriculum and Instruction. Some students wish to center their studies upon an area, a period, or a subject that crosses conventional departmental lines. Examples of possible area studies include Middle Eastern Studies; of periods, post colonialism; of subjects, Environmental Science. A model for the way an individual major might be constructed is provided in the Theatre Studies listing under Courses of Instruction.

In the second semester of the sophomore year each student elects a major field and prepares for the Registrar a statement of the courses to be included in the major. Later revisions may be made with the approval of the chair of the major department, the director of the interdepartmental major, or in the case of the individual major, with the consent of the student's advisors and the Committee on Curriculum and Instruction.

Other Requirements

In order to ensure a broad exposure to the liberal arts curriculum and to avoid premature specialization, of the 32 units required for graduation, students must elect 18 units outside any one department. Of the last four semesters completed for the degree, a normal course load must be taken at Wellesley in two consecutive semesters.

In addition, all students must complete the physical education requirement described on p. 222 for which no academic credit is given.

Additional Academic Programs**Research or Individual Study**

Each academic department provides the opportunity for qualified students to undertake a program of Individual Study directed by a member of the faculty. Under this program, an eligible student may undertake a research project or a program of reading in a particular field. The results of this work normally are presented in a final report or in a series of short essays. Students may do no more than two units of Individual Study in any one department, and those courses may not be used to satisfy distribution requirements. Further conditions for such work are described (in departmental listings) under the courses 250, 250H, 350, and 350H. For further opportunities for research and individual study see Honors, pp. 73–74.

The Minor

Some departments at Wellesley offer a minor. Normally, a minor consists of at least five courses, with one of them at the Grade III level. Directions for Election of the minor are included in the departmental listings. Interested students should consult the chair of the department. A minor form must be filed in the Office of the Registrar. No student is required to complete a minor.

Preparation for Law School

The prelaw student should develop three basic competencies: skill in analysis and reasoning, effective writing and speaking, and breadth of understanding of the diverse factors that make up the community in which the legal system functions (a list of courses in legal studies appears on p. 335). These competencies can be developed in any field in which the student chooses to major, whether in the social sciences, the humanities, or the natural sciences. Law schools do not specify particular major fields or particular courses of study for admission.

Preparation for Medical School

Medical, dental, and veterinary medical schools require special undergraduate preparation. Students should consult as early as possible with the Health Professions Advisory Committee to plan their academic preparation to meet their individual needs and interests. Appointments can be made with the Health Professions secretary in the Science Center.

In general, most health profession schools require two units of English and two units each of the following science courses (with lab): Introductory Biology, Introductory Chemistry, Organic Chemistry, and Physics. Many schools also require mathematics, in some cases two units of calculus, and additional science courses. Veterinary schools frequently require courses such as speech, technical writing, animal nutrition, genetics, biochemistry, etc. Requirements vary and catalogues of individual schools should be consulted.

All science requirements should be completed before taking the Medical College Admission Test (MCAT) or the Dental Admission Test (DAT), which are taken approximately 16 months before entering medical or dental school. In order to receive the full support of the Health Professions Advisory Committee, undergraduate students should plan to complete at least six of the science and math course requirements at Wellesley and/or its exchange colleges.

Preparation for Engineering

Students interested in mathematics, physics, chemistry, or biology can apply these interests in a very practical way through engineering, an expanding field for women.

Engineering can be pursued at Wellesley through cross-registration with MIT. Wellesley students can prepare for graduate study in engineering by combining courses in engineering at MIT with their Wellesley science major. Students interested in an undergraduate engineering degree might try to qualify for the Double Degree Program. See p. 70.

Students interested in engineering should take mathematics and physics at Wellesley in their first year, in preparation for MIT courses. Information concerning possible fields, prerequisites, and contact persons at MIT is available through the Office of the Class Deans.

Academic Advising

At Wellesley, academic advising for the first-year and sophomore student is provided by the Class Deans and the faculty. The Class Dean is a central source of information about degree requirements, academic legislation, and resources available at the College to help students achieve their academic goals. She advises students about course selections and sequences, and she is available throughout a student's years at Wellesley for consultation about matters of more general intellectual and personal concern.

Starting during Orientation, the faculty serve as mentors about the liberal arts experience, helping first-year students discuss their academic interests, goals, and experiences during their first year at Wellesley and introducing them to areas of the curriculum about which they may lack knowledge. In addition, each first-year student is paired with a faculty mentor, based on her first semester

course choices, to ensure that she has an opportunity to explore her individual interests and concerns about the degree.

The advising of juniors and seniors is also shared by the faculty and the Class Deans. This arrangement provides for systematic and equitable supervision of each student's progress toward the B.A. degree. In addition, it has the double benefit of specialized advice from faculty in the major field and detailed examination of the student's overall program.

The Learning and Teaching Center

The Learning and Teaching Center, located in the Margaret Clapp Library, plays a significant role in supporting the intellectual life of both students and faculty on the Wellesley campus. The mission of the Center is twofold: (1) to help students realize their academic potential and (2) to provide opportunities for faculty members to explore different methods of teaching. Peer tutors are at the heart of the Center's academic services for students. Tutors support students as they build on their academic strengths, overcome difficulties, and develop effective strategies for reading, writing, and thinking. Faculty members participate in programs that enable them to share insights, refine teaching skills, and implement pedagogical innovations.

Academic Policies & Procedures

The academic policies and procedures of the College have been subject to continuous change and examination throughout the College's history, responding to changes in student lifestyles and innovations in the curriculum. The policies and procedures that govern most routine aspects of academic life are described below.

Academic Standards

Academic standards at Wellesley are high, and students take full responsibility for attending classes, submitting required work on time, and appearing for examinations. If students have difficulties with course work, become ill, or have other problems that interfere with their academic work, they should consult with their Class Deans for assistance in making special arrangements for their studies. Tutoring and programs in study skills are offered through the Learning and Teaching Center.

Students are expected to maintain at least a C average throughout their college career. At the end of each semester the records of those students who are not in good academic standing are examined by the Academic Review Board. The Board will recommend sources of help and may impose conditions for continuing at the College. The College tries to provide the appropriate support services to students in difficulty. Students who show consistent effort are rarely asked to leave the College.

Academic Review Board

The Academic Review Board is the principal body for overseeing each student's academic progress and for granting exceptions to degree requirements and academic policies. The Board researches and recommends changes in academic policy and is also responsible for proposing an annual academic calendar. Dates of Academic Review Board meetings are posted in the Registrar's Office. Chaired by the Dean of Students, the Board is composed of the Class Deans, the Dean of Continuing Education, and six elected faculty and four student representatives. The student members of the Academic Review Board do not participate in discussions of individual students' standing, but they do contribute to discussions of academic policy and of student requests for exceptions to legislation. A student who wishes to submit a petition to the Academic Review Board should do so in consultation with her Class Dean. She should deliver her petition, in writing, at least one week before the petition is to be considered by the Board.

Credit for Advanced Placement Examinations

Students who have taken Advanced Placement Examinations and who make the scores specified by Wellesley College may receive up to eight units of credit toward the B.A. degree, provided they do not register in college for courses that cover substantially the same material as those for which they have received Advanced Placement credit. One unit of credit will be given for each AP examination to students who have received a grade of 4 or 5 with the following exceptions: one unit of credit will be given for a score of 3 and two units for a score of 4 or 5 on the Mathematics BC examination. For art history and studio art majors a score of 5 is required on the Art History examination for exemption from Art 100. No more than two units will be granted for credit in any one department. Beginning in Fall 1999, AP units may not be used to satisfy distribution requirements. Some departments restrict the use of AP credits toward the major; consult the department or see Directions for Election under the departmental listings. *Note:* The taking of a course deemed equivalent to one for which AP credit has been granted will nullify the AP credit.

Wellesley College may grant credit for the International Baccalaureate (Higher Level) and other 13th-year programs outside the U.S. (e.g., A-levels). For more information, contact the Registrar's Office.

Summer School and Transfer Course Credit After Matriculation

Students who wish to take courses during the summer or while on a leave of absence must get their courses approved for credit toward the Wellesley degree. An approval form, available in the Registrar's Office, must be completed for each course taken outside the Twelve College Exchange Program or outside an approved foreign study program. On this form the Registrar's Office will evaluate the course for the amount of credit, and the department chair for course content. Certain academic departments will not approve

outside credit from 2-year colleges after a student has matriculated (see departmental Directions for Election). Students are strongly advised to have their courses evaluated and approved prior to enrolling, otherwise credit is not guaranteed. (A course must be equivalent to four semester-hours or six quarter-hours in order to earn one full unit of Wellesley credit.) Credit will be granted only for liberal arts courses taken at an accredited institution. Courses must be taken for a letter grade, and credit will be given only for an approved course in which a grade of C or better is earned. Students must request that an official transcript be sent to the Wellesley College Registrar's Office. Transcripts should be received by October 1 for summer and previous year course work and by March 1 for fall semester work.

Approved courses may be used toward the distribution requirement within the limitations outlined on pp. 55–61. Students must earn the equivalent of three full Wellesley units (12 semester-hours or 18 quarter-hours) in each distribution group. First-year students must fulfill the writing requirement by completing Writing 125.

**Limitations on
the Amount of
Outside Credit
Used Toward
the Degree**

Of the 32 units required for the B.A. degree, a student may earn a maximum of 16 units through a combination of the following: AP examinations (no more than eight), courses taken at another institution during the summer (no more than four), courses at another institution not taken during the summer (no more than eight), college and university credit earned prior to graduation from secondary school and not included in the units of secondary school work presented for admission (no more than two). All students, including transfer students and Davis Scholars who entered in January 1988 and thereafter, must complete 16 units at Wellesley. There are limits on the number of outside credits that can be used to fulfill the distribution requirement. See pp. 55–61.

**Exemption from
Required Studies**

Students may be exempted from any of the studies required for the degree, except Writing 125, provided they can demonstrate to the department concerned a reasonable competence in the elements of the course. Exemption from any of the studies required does not affect the general requirement for completion of 32 units of credit. It does, however, make it possible for some students to select more advanced courses earlier in their college careers.

Such exemption may be achieved in one of two ways: a score of 4 or 5 on the AP tests or passing a special exemption examination. Permission for the exemption examination must be obtained from the chair of the department concerned. In addition to the evidence offered by the examination, some departments may require the student to present a paper or an acceptable laboratory notebook.

Grading System

Wellesley uses the following letter grade system:

Grade A (4.00) is given to students who meet with conspicuous excellence every demand that can fairly be made by the course.

Grade A- (3.67)

Grade B+ (3.33)

Grade B (3.00) is given to those students who add to the minimum of satisfactory attainment excellence in not all, but some, of the following: organization, accuracy, originality, understanding, insight.

Grade B- (2.67)

Grade C+ (2.33)

Grade C (2.00) is given to those students who have attained a satisfactory familiarity with the content of a course and who have demonstrated ability to use this knowledge in a satisfactory manner.

Grade C- (1.67)

Grade D (1.00) is a passing grade. There is no grade of D+ or D-.

Grade F (0.00)

Students also have the option of electing courses on a credit/non-credit basis. At the beginning of the eighth week of a semester, students notify the Registrar and their instructor whether they plan to take a course for a letter grade or on the credit/noncredit basis. Credit (R) is given to students who have earned a grade of C or better in the work of the course, thereby indicating satisfactory familiarity with the content of the course. If credit is not earned (NR), the course does not appear on the student's permanent record except that the units are included in the total number of units attempted.

Students may take an unlimited number of courses on a credit/non-credit basis. In order to remain eligible for Academic Distinction at Commencement, however, a student may not exceed certain limits in the number of credit/noncredit courses she takes. Students who begin their degrees as first-year students at Wellesley may take no more than one-quarter of their Wellesley and MIT courses after the first year on a credit/noncredit basis. For students who begin their degrees somewhere other than at Wellesley (that is, for transfer students and Davis Scholars), the number of credit/noncredit courses is prorated in proportion to the number of Wellesley courses taken after the equivalent of the first year of college. Students can consult their Class Deans for further clarification.

Incomplete Work

If work for a course is not completed by the end of a semester, the instructor has the option of assigning a grade on the basis of the work completed or assigning a grade of Incomplete. The deadline for the missing work will be determined by the instructor, but may

be no later than the first day of classes of the succeeding semester. Final grades will be preceded by an "I" on the transcript. If the course work is not completed by the deadline, the instructor may submit a grade for the course, or the Registrar's Office will record a grade of permanent "INC." If a student is unable to complete course work due to illness or personal emergency she may petition the Academic Review Board through her Class Dean for an excused incomplete. If her petition is granted, the incomplete notation will be removed from the student's record once the work is completed.

Examinations

An examination period occurs at the end of each semester. Within this period, students may devise their own examination schedules for the majority of courses. Examinations are scheduled for some art, music, science, and foreign language courses that require audio-visual equipment. Special examinations are offered in September for admission to advanced courses without the stated prerequisites and for exemption from required studies.

Transcripts and Grade Reports

Official transcripts may be ordered in writing from the Registrar's Office. The request for a transcript should include the name and address of the person to whom the transcript is to be sent, the name by which the person was known as a student at Wellesley, and the years of attendance at the College. There is a charge of \$3 for each transcript, and this fee should accompany the request. Transcripts may not be issued if the student has an outstanding bill. Grade reports are mailed to students at the end of each semester.

Registration for Courses

All returning students must register in April for the courses they select for the fall semester and in November for the spring semester. Upon returning to college at the start of each semester, the student will be issued a schedule of her classes. All changes to this schedule must be recorded in the Registrar's Office by the end of the first week of classes. A student will not receive credit for a course unless she has registered for it, and a student who has registered for a course will remain registered unless she takes formal action to drop it. Each student is responsible for maintaining the accuracy of her registration by informing the Registrar's Office, in writing, of any changes made to it.

Any conflicts in scheduling must be reported to the Registrar's Office immediately. A student is not permitted to take a course if it conflicts with any other course on her schedule.

Adding or Dropping Courses

Add/Drop cards are available from the Registrar's Office during the first week of classes. A student may submit only one Add/Drop card, indicating on it any changes in her schedule. New courses must be added by the end of the first week of classes. A course may be dropped at any time through the last day of classes. Permission

is required from the department chair or the major advisor if a student wishes to drop a course that affects the major. If a course is dropped before the beginning of the fifth week of classes, it will not appear on a student's record. Students are advised to consult their Class Dean when making any changes in their program.

Auditing Courses A student who wishes to attend a class as a regular visitor must have the permission of the instructor. Auditors may not submit work to the instructor for criticism, and audited courses will not be considered for credit. An audited course does not appear on the transcript.

Acceleration A few students complete all the requirements for the degree in less than the usual eight semesters. After one semester at Wellesley, students who wish to accelerate should consult their Class Deans and then write a letter to the Academic Review Board, petitioning to fulfill the requirements in less than the normal period of time.

The petition should include the month and year in which the degree requirements will be fulfilled, and all units that will be counted toward the degree.

An accelerating student must maintain at least a C average at all times.

Leave of Absence Recognizing that many students benefit educationally if they interrupt the normal sequence of four continuous years at Wellesley, the College has established a policy for temporary leaves of absence. Leaves may be taken for as short a period as one semester or as long as two years, and for a variety of reasons that may include study at another institution, work, travel, or other activities that meet personal needs. Application for leave of absence may be made to the Class Dean or Dean of Continuing Education after a student has completed at least one semester at Wellesley. First-year students who have completed only one semester may remain on leave for a maximum of three semesters. A student who goes on leave of absence cannot remain in residence on campus more than 48 hours after the effective date of leave.

To obtain permission to spend the year at another institution as nonmatriculated students or guests, students submit a detailed plan to the Class Dean or advisor and, if a major has been chosen, to that department. The plan should list the course of study for the year and justify its relationship to the four-year program. Application for a leave of absence is due by April 15 for the fall semester and by December 1 for the spring semester. No more than eight units of credit taken during an academic year at another institution while a student is on leave may be counted toward the Wellesley degree.

**Voluntary
Withdrawal**

Students who plan to withdraw must inform the Class Dean and sign an official withdrawal form. The official date of the withdrawal is the date agreed upon by the student and the Class Dean and written on the withdrawal card which is signed by the Class Dean. The withdrawal date is important in order to compute costs and refunds. (See Refund Policy, p. 40.) Students who have officially withdrawn from the College cannot remain in residence on campus more than 48 hours after the effective date of withdrawal.

**Required
Withdrawal**

The College reserves the right to require the withdrawal of any student whose academic work falls below its standards, who violates its rules and regulations or the rights of others, or whose continuing presence constitutes a risk to the health, safety, or general well-being of the College community or herself. In addition, the College may require the withdrawal of any student who fails to meet financial obligations to the College.

Readmission

A student who has withdrawn from the College and wishes to return should apply to the Office of the Class Deans for the appropriate forms. Readmission will be considered in light of the reasons for withdrawal and reapplication, and in the case of resident students, available residence hall space. A nonrefundable fee of \$15 must accompany the application form for readmission.

Special Academic Programs

The traditional four-year curriculum offered at Wellesley is expanded by many special academic programs. Some are administered by the College and some are programs run by other institutions in which Wellesley students may participate. Students may participate in some while in residence at the College; others involve living at other colleges or abroad for a semester or a year.

**First-Year
Student
Scholastic
Enrichment**

An academic program designed to facilitate the transition from secondary school to college is offered to approximately 45 members of the entering class who meet one or more program criteria. The two week residential program includes noncredit courses in writing and quantitative reasoning. Students will begin to learn about campus life in a diverse community. This two week pre-college session will be followed by a year long seminar. The program is cost-free for participants.

Wintersession

Wintersession is a four-week period in January when students may choose to remain on campus to pursue internships, noncredit courses, or courses offered for academic credit. Intensive elementary foreign language courses, such as Chinese, French, German, Italian, and Spanish, are typical offerings. Students taking

Wintersession courses are subject to academic regulations as if they were taking the course during a regular semester.

Cross-
Registration
Program with the
Massachusetts
Institute of
Technology

Wellesley is engaged in a program of cross-registration for students at Wellesley and the Massachusetts Institute of Technology. The program allows students to elect courses at the other institution and extends the diversity of educational experiences available in the curricula and the environments of both.

A Wellesley student interested in electing specific courses at MIT should consult the Exchange Coordinator or her department advisor. Registration in MIT courses takes place each semester in both the Wellesley Registrar's Office and in the Exchange Office at MIT. Students electing to take courses at MIT must register at both institutions during an extended add-drop period of one week each semester. A student will not receive credit for an MIT course unless she has registered properly for it at both MIT and Wellesley. First-year students in their first semester may not take courses at MIT. The amount of Wellesley credit is determined by the total number of hours listed for a course in the MIT catalog as follows:

<i>Total MIT Hours</i>	<i>Wellesley Units</i>
<6	no Wellesley credit
6 to 8.99	.50 units
9 to 14.99	1.00 unit
15 to 17.99	1.25 units
18 to 24	2.00 units

Wellesley
Double Degree
Program

Wellesley offers a Double Degree Program that enables Wellesley students who are accepted to MIT as transfer students to earn a B.A. degree from Wellesley and an S.B. degree from MIT over the course of five years. Students fulfill degree and major requirements at both institutions. Interested Wellesley students apply for transfer admission to MIT during the spring semester of their sophomore year. Students should only consider MIT departments that are not represented at Wellesley and should also be aware that access to a given department could at times be limited for transfer students. Wellesley applicants are subject to the same admissions criteria and financial aid policies used by MIT for all other college transfer applicants.

Accepted students do not enroll at MIT until they have completed their junior year at Wellesley. During this "bridge year" students are assigned major advisors at both institutions so that they can plan a program which will advance their work toward both degrees. During the fourth and fifth years students enroll at MIT. Our existing Wellesley/MIT Exchange permits cross-registration throughout the five-year period; this enables students to integrate their two courses of study more completely.

**Cooperative
Programs with
Babson College
and Brandeis
University**

Wellesley has established a cooperative program with Babson College. All Babson courses must be approved individually for transfer credit and for the major by the relevant Wellesley department. Many Wellesley cross-registrants take financial accounting or other courses not available at Wellesley.

Wellesley's cooperative program with Brandeis University allows students to register in a limited number of departments at the other institution. The following areas of study will be open to both Brandeis and Wellesley students: Anthropology, Biology, Chemistry, Classical Studies, Economics, Philosophy, Politics, Russian, Spanish, and Women's Studies. Wellesley students, in addition, may enroll in liberal arts courses at Brandeis with the approval of the appropriate department. All Brandeis courses must be approved individually for transfer credit and for the major by the relevant Wellesley department. A collaborative program with Brandeis enables Wellesley students to obtain teacher certification in elementary education.

**The Twelve
College
Exchange
Program**

Wellesley belongs to a consortium that includes Amherst, Bowdoin, Connecticut College, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wesleyan, Wheaton, and Williams. Two one-semester programs associated with the Twelve College Exchange are the National Theater Institute in Waterford, Connecticut, and the Williams Mystic Seaport Program in American Maritime Studies. Students in good standing may apply through the Twelve College Exchange Office for a semester or full academic year in residence at any of the member institutions. The number of places is limited and admission is competitive. Preference is given to students planning to participate in their junior year.

Students must request that transcripts be sent to the Registrar's Office to receive credit for work done away from Wellesley. Transcripts should be received by October 1 for summer and previous year course work and by March 1 for fall semester work.

**The Wellesley-
Spelman
Exchange
Program**

Wellesley maintains a student exchange program with Spelman College in Atlanta, Georgia, a distinguished Black liberal arts college for women. The program is open to students in their junior or senior year. Students apply through the Twelve College Exchange Office.

**The Wellesley-
Mills Exchange
Program**

Wellesley maintains an exchange program with Mills College, a small women's college in Oakland, California, which has a cross-registration program with the University of California at Berkeley. Students apply through the Twelve College Exchange Office.

**Semester in
Environmental
Science at
Woods Hole**

Qualified Wellesley students may apply for the Semester in Environmental Science Program held each fall at the Marine Biological Laboratory in Woods Hole, Massachusetts. This 14-week program emphasizes the measurement and understanding of biogeochemical cycles and processes in terrestrial, freshwater, and marine ecosystems. Intended primarily for juniors, participation is limited to approximately two students per year. Interested students should contact Marianne Moore in the Department of Biological Sciences for additional information.

Study Abroad

Students may apply for admission for their junior year to programs and universities overseas, not only in Europe but in almost all parts of the world. By studying at respected universities in other countries, students gain new insights into the cultural wealth of other nations and a new perspective on their studies. Limited scholarship money is available to students eligible for financial aid. The selection of recipients for awards is made early in the second semester of the sophomore year on the basis of academic qualifications and faculty recommendations. The amount of each individual award is determined according to need. Information about these awards may be obtained from the Office of International Studies.

The Office of International Studies helps students with individual plans for study abroad, for example, applications for direct enrollment as visiting students in British universities. Undergraduates with a strong background in their majors may apply for places at both Cambridge University and Oxford University.

Wellesley College administers programs in Aix-en-Provence, France, and in Konstanz, Germany. The College is a member of consortia that offer programs in Italy, Japan, Mexico, and Spain. Wellesley also participates in additional exchange programs with Japan, the former Soviet Union, and the United Kingdom.

Students who are interested in spending the junior year abroad should consult their Class Dean and the Director of International Studies, preferably during the first year, to ensure completion of Wellesley eligibility requirements. No more than eight units of credit may be earned at another institution during a one-year leave of absence.

Students must request that transcripts be sent to the Registrar's Office in order to receive credit for study done abroad. Transcripts should be received by October 1 for course work of the previous year and by March 1 for the fall semester.

**Summer Study
Abroad**

Students planning summer study in foreign countries should consult the Office of International Studies. While Wellesley supports summer study, there are only a limited number of programs from which transfer credit will be accepted.

Wellesley awards Stecher Summer Scholarships for study of art. First consideration is given to applicants whose summer studies are related to honors projects approved for the senior year.

Waddell Summer Scholarships provide opportunities for students wishing to study in Africa or the Caribbean.

Applications for the Waddell and Stecher Scholarships require the support of the student's major department and a statement from the Director of Financial Aid showing what funds are needed to supplement the student's financial resources.

The Mayling Soong Summer Scholarship for study, either within the U.S. or abroad, of an East Asian language is available for sophomores and juniors who qualify for financial aid. Applications are available through the Special Events Office.

In addition, there are several funds to support students doing short-term internships, volunteer work, or work in the ministry. These funds may be used overseas, excluding transportation.

Washington Summer Internship Program

The College sponsors a summer public service internship program in Washington, D.C. The internships are for ten weeks and come with paid housing in local university dormitories and with stipends to help cover other living costs. Selection of participants is made each fall and is based on academic background, faculty recommendations, work experience, extracurricular activities, a writing sample, and an interview.

The Washington program offers an opportunity for 16–18 juniors to work in government agencies, political organizations, public interest groups, and research and cultural centers. Recent placements have included the White House Communications Office, the State Department, the Senate Judiciary Committee, the Sierra Club, the National Women's Health Network, and the National Gallery of Art. In addition to their full-time jobs, interns plan and participate in a weekly seminar program designed to broaden their understanding of government, politics, and public policy. Each intern is also assigned a mentor from the Washington Alumnae Club. For further information, contact the Department of Political Science.

Academic Distinctions

To give recognition for superior or advanced work, either upon graduation or during the student's career, the College confers a number of academic distinctions.

Honors

Students who have shown marked excellence and an unusual degree of independence in their work may participate in the Honors Program, based on their record in the major field. Current legislation requires a 3.5 average in all work above Grade I in the major field. Students with exceptional qualifications whose averages fall

between 3.5 and 3.0 also may be recommended by their departments. Normally students apply to their departments in the spring of their junior year. Under this program, an eligible student may undertake independent research or special study that will be supervised by a member of the faculty. In several departments, options for general examinations, special honors seminars, and opportunities to assist faculty in teaching introductory and intermediate level courses are available to honors candidates. The successful completion of the work and of an oral honors examination leads to the award of honors in the major field.

Other Academic Distinctions

The College names to First-Year Distinction those students who maintain high academic standing during the first year. Wellesley College Scholars and Durant Scholars are named at Commencement, based on academic records after the first year. For the Classes of 1998, 1999, and 2000, students with an average of 3.33 or higher graduate as Wellesley College Scholars cum laude; those with an average of 3.67 or higher are Durant Scholars magna cum laude; students with a 3.90 or higher average are Durant Scholars summa cum laude. Beginning with the Class of 2001, students with an average of 3.60 or higher will graduate as Wellesley College Scholars cum laude; those with an average of 3.75 or higher will be Durant Scholars magna cum laude; students with a 3.90 or higher average will be Durant Scholars summa cum laude.

For purposes of establishing honors, grade point averages are truncated to two decimal places. Students whose records contain more than three incompletes within the last 24 units or who have taken more than a stipulated number of credit/noncredit courses (see p. 66) shall not be eligible for these honors.

Juniors and seniors are elected to membership in the Eta of Massachusetts chapter of Phi Beta Kappa on the basis of their total academic achievement in college. Seniors who are majoring in the sciences may be elected to associate membership in the Wellesley chapter of Sigma Xi.

On recommendation of the faculty, the trustees award the title of Trustee Scholar to four seniors who intend to pursue graduate studies. The awards are made on a competitive basis; the title is honorary. In cases of financial need, stipends are awarded to the Scholars or, if not required by them, to alternates who need financial assistance. Applications and supporting credentials should be sent to the Secretary to the Committee on Graduate Fellowships by December 1.

Certain prizes have been established at the College for the recognition of excellence in a particular field. The selection of the recipient is made by the appropriate academic department; each award carries a small stipend or gift and usually bears the name of the donor or the person honored.

Courses of Instruction

A semester course that carries one unit of credit requires approximately eleven hours of work each week spent partly in class and partly in preparation. The amount of time scheduled for classes varies with the subject from two periods each week in many courses in the humanities and social sciences to three, four, or five scheduled periods in certain courses in foreign languages, in art and music, and in the sciences. A semester course which carries 1.25 units of credit ordinarily includes at least 300 minutes per week of scheduled class time as well as significant work outside of class. Classes are scheduled from Monday morning through late Friday afternoon.

Prerequisites are given in terms of Wellesley courses, exemption examinations, AP scores, and “admission units.” Admission units refer to the secondary school credits acquired in various precollege courses.

Students with disabilities who need disability-related classroom or testing accommodations should meet with the Coordinator in the Learning and Teaching Center. The Coordinator of Services for Persons with Disabilities will arrange accommodations for students with physical disability needs.

Legend

N/O	Not offered in 1998–99
[]	Numbers in brackets designate courses listed only in earlier catalogs
(A)	Courses may be elected to fulfill the distribution requirement in Group A
(B ¹)	Courses may be elected to fulfill the distribution requirement in Group B ¹
(B ²)	Courses may be elected to fulfill the distribution requirement in Group B ²
(B ¹ or B ²)	Courses may be elected to fulfill the distribution requirement in Group B ¹ or B ²
(C)	Courses may be elected to fulfill the distribution requirement in Group C. Courses which fulfill the Group C laboratory requirement so indicate in the course title
*	Courses with an asterisk require permission of the instructor
A	Absent on leave for the 1998–99 academic year
A1	Absent on leave during the first semester
A2	Absent on leave during the second semester

Department of Africana Studies

Professor: *Martin, Cudjoe, Rollins^A, Steady*

Visiting Professor: *Nyangoni (Chair)*

Assistant Professor: *Obeng, Fields*

Courses in the Africana Studies Department (with the exception of 350, 360, 370) fulfill either the Group A, Group B¹ or Group B² distribution requirement as indicated.

AFR 105 Introduction to the Black Experience

Martin

This course serves as the introductory offering in Africana Studies. It explores in an interdisciplinary fashion salient aspects of the Black experience, both ancient and modern, at home and abroad.

Prerequisite: None

Distribution: Historical Studies/B¹

Semester: Fall

Unit: 1.0

AFR 150 First- and Second-Year Student Colloquia

Martin

Topic for 1998–99: Internationalization of Black Power. The colloquia have no prerequisites, although some are open only to first-year students. Each course counts as one unit, and may be elected to satisfy in part one of the distribution requirements. Since class sizes are limited, students ordinarily may not enroll in more than one of these courses. They may, however, apply for more than one, indicating their preference. If a course is oversubscribed, the chair or instructor, in consultation with the class dean, will decide which applicants will be accepted.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

AFR 200 Africans in Antiquity

Martin

Highlights of the African experience in the pre-Christian era: African origins of humankind; African Egypt; Nubia, Kush, and Ethiopia; Egyptian/Ethiopian influences on the beginnings of Western civilization; Africans in Greece and Rome; Africans in the Bible; ancient Africans in the Americas.

Prerequisite: None

Distribution: Historical Studies/B¹

Semester: Fall

Unit: 1.0

AFR 201 The African-American Literary Tradition

Cudjoe

A survey of the Afro-American experience as depicted in literature from the 18th century through the present. Study of various forms of literary expression including the short story, autobiography, literary criticism, poetry, drama, and essays as they have been used as vehicles of expression for Black writers during and since the slave experience.

Prerequisite: None

Distribution: Language and Literature/A

Semester: Fall

Unit: 1.0

AFR 202 Introduction to African Philosophy *Menkiti*

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative.

Prerequisite: None

Distribution: Religion, Ethics, and Moral

Philosophy/B¹

Semester: Spring

Unit: 1.0

AFR 203/SOC 203 Introduction to African-American Sociology

NOT OFFERED IN 1998–99. This course is an introduction to the African-American intellectual tradition within the discipline of sociology. Secondly, the course will examine aspects of the African-American community in the United States. Beginning with an historical overview of African-Americans in sociology, the course then focuses on some of the major discussions in African-American sociology today: the black family, social change, class and race, and theory formation. *Students may register for either AFR 203 or SOC 203. Credit will be given in the department in which the student is registered.*

Prerequisite: SOC 102 or permission of the instructor.

Distribution: Social and Behavioral Analysis/B²

Semester: N/O

Unit: 1.0

**AFR 204/SOC 204 Third World Urbanization
Steady**

Beginning with the origins and characteristics of cities in selected Third World Countries, the course then focuses on the socio-economic structure of pre-industrial cities and the later impact of colonialism, concluding with an examination of contemporary issues of Third World cities. *Students may register for either AFR 204 or SOC 204. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Social and Behavioral Analysis/B²

Semester: Spring Unit: 1.0

**AFR 205 The Politics of Race Domination in
South Africa**

NOT OFFERED IN 1998-99. The politics of apartheid and racial domination in South Africa; its historical origins and present-day manifestations; the liberation struggle in South Africa; the apartheid system as a threat to international stability. South Africa also examined within the wider context of the region and world system.

Prerequisite: None

Distribution: Social and Behavioral Analysis/B²

Semester: N/O Unit: 1.0

**AFR 206 Introduction to African-American
History, 1500 to Present**

NOT OFFERED IN 1998-99. An introductory survey of the political, social, economic and cultural development of Afro-Americans from their African origins to the present.

Prerequisite: None

Distribution: Historical Studies/B¹

Semester: N/O Unit: 1.0

**AFR 207 Images of Africana People through
the Cinema**

Obeng

An investigation of the social, political and cultural aspects of development of Africana people through the viewing and analysis of films from Africa, Afro-America and the Caribbean. Attention will be given to aspects of people's lives during the colonial and post-colonial era in such films as "Sugar Cane Alley," "God's Bits of Wood," and "Corridor of Freedom."

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video/B²

Semester: Fall Unit: 1.0

**AFR 208/SOC 206 Women in the Civil Rights
Movement**

Staff

An examination of the role of women in the "classical" Civil Rights Movement (i.e., from the Montgomery Bus Boycotts in 1955 to the passage of the Voting Rights Act in 1965). Particular attention will be paid to the interplay between the social factors of the women (e.g., their class, religiosity, race, regional background and age) and their attitudes and behavior within the Movement. Essentially, women's impact on the Civil Rights Movement and the effects of the Movement on the women involved are the foci of this course. *Students may register for either AFR 208 or SOC 206. Credit will be given in the department in which the student is registered.*

Prerequisite: Open to all students except those who have taken [311].

Distribution: Historical Studies or Social and Behavioral Analysis/B²

Semester: Fall Unit: 1.0

AFR 209/ENG 209 The Art of Playwriting

NOT OFFERED IN 1998-99. The writing of plays; frequent class discussion of student writing, with some reference to established examples of the genre. *Students may register for either AFR 209 or ENG 209. Credit will be given in the department in which the student is registered. Enrollment limited to 18.*

Prerequisite: None.

Distribution: Language and Literature/A

Semester: N/O Unit: 1.0

**AFR 210/MUS 210 Folk and Ritual Music of
the Caribbean**

NOT OFFERED IN 1998-99. An appreciative evaluation, discussion and analysis of the folk and ritual music of the Caribbean. An effort will be made to survey the musical component of the following Afro-Caribbean religions: Kumina, Rastafari, Shango, Candomble, Macumba, Umbanda, Winti, Vodun, Santeria, Lucumi, Quimboiseur. The concept of marginal retention and basic issues in the study of African retention in the Americas will be explored. Using field recordings, long playing records and documentary films, the student will be exposed to the aesthetic. *Students may register for either AFR 210 or MUS 210. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video/A

Semester: N/O Unit: 1.0

AFR 211 Introduction to African Literature

NOT OFFERED IN 1998-99. The development of African literature in English and in translation. Although special attention will be paid to the novels of Chinua Achebe, writers such as Ngugi Wa Thiong'o, Camara Laye, Wole Soyinka, Mirama Ba, Nawal El Saadawi and Buchi Emecheta will also be considered. The influence of oral tradition on these writers' styles as well as the thematic links between them and writers of the Black awakening in America and the West Indies will be discussed as time allows.

Prerequisite: None

Distribution: Language and Literature/A

Semester: N/O

Unit: 1.0

AFR 212 Black Women Writers*Cudjoe*

The Black woman writer's efforts to shape images of herself as Black, as woman and as artist. The problem of literary authority for the Black woman writer, criteria for a Black woman's literary tradition and the relation of Black feminism or "womanism" to the articulation of a distinctively Black and female literary aesthetic.

Prerequisite: None

Distribution: Language and Literature/A

Semester: Spring

Unit: 1.0

AFR 215 Introduction to Afro-American Politics*Staff*

An introductory examination of the efforts by Blacks in the United States to realize various degrees of political effectiveness within the context of U.S. politics. Particular attention will be focused on the special difficulties presented by the phenomena of race and racism as Blacks have sought to enjoy full citizenship status in the U.S. Some comparisons with other groups in the American political system offered and considerable emphasis on conflicting theories of participation.

Prerequisite: None

Distribution: Social and Behavioral Analysis/B²

Semester: Fall

Unit: 1.0

AFR 216 History of the West Indies

NOT OFFERED IN 1998-99. Survey of political, economic, and sociological factors shaping West Indian society. Topics covered include Africans in the New World before Columbus,

genocide against the indigenous peoples, slavery and slave revolts, immigration and emigration, the West Indies and Africa, the West Indies and Afro-America, the struggle for majority rule, the spread of United States influence, independence and its problems.

Prerequisite: None

Distribution: Historical Studies/B¹

Semester: N/O

Unit: 1.0

AFR 217 African-American Families*Fields*

An overview of the African-American family in economic, sociological, psychological, economic, anthropological and historical perspectives. Examination of the complex interplay of self-definitions, societal and community definitions among African-American women, men and children within the context of their families. Exploration of changing sex roles among African-American women and men will also be discussed.

Prerequisite: None

Distribution: Social and Behavioral Analysis/B²

Semester: Fall

Unit: 1.0

AFR 219 Economic Issues in the African-American Community

NOT OFFERED IN 1998-99. This course provides a historical overview of the economic issues that have faced the African-American community and that continue to do so. It will examine different employment trends for African-American men and women, and for African-Americans from different educational and socioeconomic backgrounds. It will also cover minority business development, home and property ownership, and access to and accumulation of capital. Various public policy initiatives that have influenced economic outcomes will also be examined.

Prerequisite: None

Distribution: Social and Behavioral Analysis/B²

Semester: N/O

Unit: 1.0

AFR 221 Public Policy and Afro-American Interests

NOT OFFERED IN 1998-99. Analysis of the diverse roles of Afro-Americans in the making of public policy with some coverage of the significance of class and gender. Critical issues facing public policy as a discipline also addressed. Class simulates the intricate procedures of setting policy in several areas.

Prerequisite: None

Distribution: Social and Behavioral Analysis/B²

Semester: N/O

Unit: 1.0

AFR 222 Images of Blacks and Women in American Cinema

NOT OFFERED IN 1998-99. A study of the creation of images and their power to influence the reality of race and sex in the American experience. Viewing and analysis of American cinema as an artistic genre and as a vehicle through which cultural and social history is depicted.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video/B¹

Semester: N/O Unit: 1.0

AFR 223 Caribbean and African Development Issues

Staff

Survey of the African development experience emphasizing major development theories and strategies, explanations for the contemporary state of affairs and case studies, usually from Ghana, Ivory Coast, Kenya, Tanzania, Zambia, and Libya. Topics: colonial rule and nationalist struggles, class formation and policy making, party systems, sectoral performance and regional integration.

Prerequisite: None

Distribution: Social and Behavioral Analysis/B²

Semester: Spring Unit: 1.0

AFR 224/MUS 209 A History of Jazz

Panetta

An introduction to jazz, one of the greatest expressions of American genius in this century. Jazz drew from several vibrant streams of American musical art (including ragtime and blues idioms), and its different stylistic phases have corresponded closely to significant developments in this nation's social history; knowledge of jazz is thus highly relevant to an understanding of twentieth-century American culture. Assigned listenings will trace the progression of jazz history from African roots to recent developments, while readings from source documents and contemporary accounts will offer perspective on the cultural role of jazz and the position of the jazz musician in society. Two lectures, supplemented by live performances and by weekly screenings and discussion of historical films. *Students may register for either AFR 224 or MUS 209. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Historical Studies/A

Semester: Fall Unit: 1.0

AFR 225 Introduction to Black Psychology Fields

Issues and perspectives in the study of the psychological development of Black people in America, past and present. Special consideration to such issues as: The Afrocentric and Eurocentric ethos, the nature of Black personality as affected by slavery and racism, psychological assessment, treatment and counseling techniques, and the relationships between psychological research and social policy in American research.

Prerequisite: None

Distribution: Social and Behavioral Analysis/B²

Semester: Spring Unit: 1.0

AFR 226 Seminar. Environmental Justice, Race and Sustainable Development

Steady

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. An investigation of the extent to which the causes and consequences of environmental degradation are influenced by social inequality, and the denigration of indigenous groups and cultures. The course will examine how the impact of human activity on the planet is shaped by norms and practices which reinforce inequality and expose certain groups, especially indigenous peoples, the poor, and people of color to environmental hazards. Topics to be discussed include the link between negative environmental trends and social inequality; ecologically sound cultures of indigenous peoples; the social ecology of slums, ghettos and shanty towns; the disproportionate exposure of some groups to pollutants, toxic chemicals and carcinogens; rural poverty in Africa; dumping of hazardous waste in Africa and other Third World countries; and industrial threats to the ecology of small island states in the Caribbean. The course will conclude with an evaluation of Agenda 21, the international program of action from the Earth Summit designed to halt environmental degradation and promote sustainable development.

Prerequisite: None

Distribution: Social and Behavioral Analysis/B²

Semester: N/O. Offered in 1999-2000. Unit: 1.0

AFR 230 Black Women in America

NOT OFFERED IN 1998–99. Exploration of the characteristics, lifestyles, and reflective thought of Black women in the western hemisphere from a multi-disciplinary perspective. There will be readings from essays, novels, sociological studies, psychological studies, historical works, poetry and fiction about the lives of Black women.

Prerequisite: None

Distribution: Social and Behavioral Analysis/B²

Semester: N/O

Unit: 1.0

AFR 231/ARTH 211 African Art

NOT OFFERED IN 1998–99. A survey of the major artistic traditions of Africa, from prehistory to the present. Focus will be on ancient African art, art and gender, and contemporary practices. Museum visits to the Peabody Museum at Harvard, the Metropolitan Museum, and the Museum of African Art in New York. *Students may register for either AFR 231 or ARTH 211. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video/A

Semester: N/O

Unit: 1.0

AFR 232/332/MUS 225/325 Topics in Ethnomusicology: Folk and Ritual Music of Haiti

Fleurant

The course will focus on the traditional, folk and popular musics of Africa and the Caribbean. Emphasis will be put on issues of Africanisms and marginal retentions in the musics of Brazil, Cuba and Haiti, the three major countries in the Americas known for their Africanisms. The musics of Candomble, Santeria, and Vodun, and as well as the samba, rumba and meringue, the national musics of the three New World countries under consideration will be discussed in terms of their respective influence on the modern musics of Africa. Finally, the musical “round trip” between Africa and the Caribbean whereby the genre such as the rumba spawned new forms like the juju of Nigeria, the soukous of Zaire and the highlife of Ghana will be also discussed in the course. *Students may register for either AFR 232/332 or MUS 225/325. Credit will be given in the department in which the student is registered.*

Prerequisite: MUS 100, 111, 122 or by permission of the instructor. In addition, for AFR 332 or MUS 325, MUS 200 is required.

Distribution: Religion, Ethics, and Moral Philosophy/A

Semester: Spring

Unit: 1.0

AFR 234 Introduction to West Indian Literature

NOT OFFERED IN 1998–99. Survey of contemporary prose and poetry from the English-speaking West Indies. Special attention paid to the development of this literary tradition in a historical-cultural context and in light of the perspectives recent literary theories offer. Authors to include: V.S. Naipul, Derek Walcott, Wilson Harris, Jean Rhys, and others.

Prerequisite: None

Distribution: Language and Literature/A

Semester: N/O

Unit: 1.0

AFR 235 Societies and Cultures of Africa

Steady

The objective of this course is to provide students with an introduction to the richness, diversity and complexity of African societies and cultures while appreciating their unifying features. Topics to be discussed include forms of social organization, the importance to kinship and marriage systems, the centrality of religion, the position of women, urbanization and problems of development, democratization and political transformation, political instability and armed conflicts. In order to understand a people's view of themselves and of their relationship to the outside world, an in-depth case study will be made of one ethnic group — the Yoruba of southwestern Nigeria.

Prerequisite: None

Distribution: Social and Behavioral Analysis/B²

Semester: Spring

Unit: 1.0

AFR 242 New World Afro-Atlantic Religions

Obeng

With readings, documentary films, discussions, and lectures, this course will examine the complex spiritual beliefs and expressions of peoples of African descent in Brazil, Cuba, Haiti, Jamaica, and North America within the context of their socio-cultural and economic experiences. The course surveys African diasporic religions such as Candomble, Santeria, Voodoo, Myalism, Shango and Black American religion. Attention will be paid to how diasporic Africans practice religion for self-definition, community-building, socio-cultural critique, and for reshaping the religious and cultural landscapes of the Americas.

Prerequisite: None

Distribution: Religion, Ethics, and Moral

Philosophy/B¹

Semester: Spring

Unit: 1.0

AFR 251 Religion in Africa: An Introduction

NOT OFFERED IN 1998–99. A comparative study of religions and societies of Africa through the discipline of anthropology of religion. The course examines African experience and expression of religion among societies such as the Akan of Ghana, Yoruba of Nigeria, Nuer of the Sudan, and the Zulu of South Africa. We will examine how gender, age, status, and other factors influence the use of visual arts, dance, rituals and ceremonial horns to articulate and elaborate on the cosmos, life, death, and to define and organize their lives. Special attention will be paid to how African deities are sources of power, self-definition, and healing as their religions and lifeways interact with Islam and Christianity and international capitalism.

Prerequisite: None

Distribution: Religion, Ethics, and Moral

Philosophy/B¹

Semester: N/O

Unit: 1.0

**AFR 262/ARTH 262 Interrogating Identity:
African-American Artists 1860s–1990s**

Jones

A survey visual production by North Americans of African descent from the 1860s to the present. The course will look at the various ways in which these artists have sought to develop an African-American presence in the visual arts over the last century and a half. What role does stylistic concern play, how are ideas of romanticism, modernism, and formalism incorporated into the work? In what ways do issues of postmodernism, feminism, and cultural nationalism impact on the methods used to portray the cultural and political body that is African America? *Credit will be given in the department in which the student is registered.*

Prerequisite: None. ARTH 101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

AFR 266 Black Drama

NOT OFFERED IN 1998–99. This course will examine 20th-century Black drama, with a special emphasis on the period of its efflorescence during the Black Arts Movement of the 60s and 70s. We will also explore the Black theatre as a medium of aesthetic expression and communal ritual as well as an instrument of political consciousness and social change. Playwrights will include Douglass Turner Ward, Alice Childress, Ossie Davis, Lorraine Hansberry, James Baldwin, Ed Bullins, Adrienne Kennedy, LeRoi Jones (Amiri Baraka), Ntozake Shange, and others.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video/A

Semester: N/O

Unit: 1.0

**AFR 297 Medical Anthropology: A
Comparative Study of Healing Systems**
Steady

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. This course builds on a tradition of anthropology which examines alternative healing systems that attempt to treat the whole person as a physical, social and spiritual being and also to promote community participation and healing. It offers new perspectives on the biomedical model as it examines the socio-cultural context of the causation, diagnosis, prevention and cure of disease. Examples of healing systems will be from third world countries, particularly Africa, the Caribbean and Latin America, and from industrialized societies, particularly from African-American and indigenous communities in the United States. Examination will be made of healing systems which include divination, herbal medicine, folk medicine, faith healing and traditional healers. Topics to be studied include theories of disease causation; comparative histories of healing systems; the cultural management of pregnancy and childbirth; cultural approaches to aging and dying, and cultural approaches to prevention and self care. The course will also examine and analyze the global impact of the Woman's Health Care Movement and the challenges to human health posed by advances in technology.

Prerequisite: None

Distribution: Social and Behavioral Analysis/B²

Semester: N/O. Offered in 1999-00.

Unit: 1.0

**AFR 303/WOST 304 African Women and
Activism**

Davit

A query into African feminist activism and political organizing in Africa and in exile. Through close readings of creative and political works by African women from the 1940s to the present, we will chart the path of a movement. Based on the work of social scientists, historians, poets, novelists, playwrights, filmmakers and other activists, we will identify intersections, divergences and continuities in politics, vision and other commitments. Among the broader questions we will explore: What is Activism, theory and practice, and are African women doing it? How do women locate themselves and their work within the African Women's Movement and in the International Women's Movement?

Students may register for either AFR 303 or WOST 304. Credit will be given in the department in which the student is registered.

Prerequisite: Written permission of the instructor.

Distribution: Social and Behavioral Analysis/B²

Semester: Fall

Unit: 1.0

AFR 305 African-American Feminism

NOT OFFERED IN 1998–99. This course is a survey of African-American feminist thought from the early 19th century to the present. Through an examination of the writings of African-American women from Maria Stewart, Frances Ellen Harper and Anna Julia Cooper to Audre Lorde, Bell Hooks and Angela Davis, the course will explore African-American feminist ideas on women's work, family, the relationship between feminism and black nationalism, and the African-American conceptualization of womanhood.

Prerequisite: 230 or WOST 120 or by permission of the instructor.

Distribution: Social and Behavioral Analysis/B²

Semester: N/O

Unit: 1.0

AFR 306 Urban Development and The Underclass: Comparative Case Studies

Steady

Throughout the African diaspora, economic change has resulted in the migration of large numbers of people to urban centers. This course explores the causes and consequences of urban growth and development, with a special focus on the most disadvantaged in cities. The course will draw on examples from the United States, the Caribbean, South America, and Africa.

Prerequisite: One 200-level Group B unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis/B²

Semester: Fall

Unit: 1.0

AFR 310 Seminar. Black Literature

Cudjoe

Topic for 1998–99: Caribbean Intellectual Thought. An examination of how the ideas and activities of Caribbean intellectual workers that have shaped the intellectual landscape of their region. Some attention will be placed on the historical evolution of these ideas. Intellectual-activists to be studied include C. L. R. James, Aime Cesaire, Walter Rodney, Jean Price-Mars, Jose Marti, Eric Williams, Frantz Fanon and other such thinkers.

Prerequisite: Permission of the instructor for first-year students.

Distribution: Language and Literature/A

Semester: Spring

Unit: 1.0

AFR 315 Seminar. The Psychology of Race Relations

NOT OFFERED IN 1998–99. Examination of the psychology of prejudice and racism as they exist in American society. Exploration of the causes, development, expressions and consequences of prejudice and racism through experiential exercises, readings, group projects and discussions. Students will be encouraged to gain personal insight into the nature of prejudice-acquisition as well as to understand the theoretical complexity of its nature.

Prerequisite: 225 is strongly recommended.

Distribution: Social and Behavioral Analysis/B²

Semester: N/O

Unit: 1.0

AFR 316/ARTH 316 Seminar. Art of the Harlem Renaissance

Jones

African-American artists working between WWI and WWII were among the first to define a language in the fine arts that was visibly based on African and African-American culture. Through a variety of texts (art history, literature, film, music, criticism) this course will consider the work of painters, sculptors, and photographers. How did their production fit in with the more well-known developments in literature and music? What were the connections to the African-American social/political agendas of the era? What role did expatriatism play? How is the Harlem Renaissance linked to both American and African-American art historical trends? *Students may register for either AFR 316 or ART 316. Credit will be given in the department in which the student is registered.*

Prerequisite: ARTH 101 and ARTH 211 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video/A

Semester: Spring

Unit: 1.0

AFR 318 Seminar. African Women, Social Transformation and Empowerment

Steady

Comparative analysis of the role of women in development with emphasis on the struggle within struggle—the movement to achieve political and economic progress for Africa and its people and the struggle within that movement to address problems and issues that directly affect women. Exploration of women's participation in political movements and ways to improve the status of women.

Prerequisite: None

Distribution: Social and Behavioral Analysis/B²

Semester: Fall

Unit: 1.0

AFR 319 Pan-Africanism

Martin

The historical efforts of African peoples all over the world to unite for their mutual advancement. Such topics as 19th-century emigrationist movements to Liberia and elsewhere, the role of African-American churches in African nationalism, the Pan-African Congresses of W.E.B. DuBois, the Garvey Movement, the Communist International and Pan-Africanism, Pan-Africanism in the 1960s, Pan-Africanism on the African continent.

Prerequisite: Open to juniors and seniors with a strong background in Africana Studies and by special permission to sophomores. Instructor's signature required.

Distribution: Historical Studies/B¹

Semester: Spring

Unit: 1.0

AFR 335 Women Writers of the English Speaking Caribbean

Cudjoe

An examination of the women writers of the English-speaking Caribbean, their contexts and contributions to West Indian literature. Special attention shall be given to their contributions to contemporary feminist discourses. Readings include the writings of Rhys, Guy, Kincaid, Hodge, Nunez-Harrel, Allfrey, Shinebourne, Goodison and critical essays by these and other writers. This course will emphasize research techniques and independent projects.

Prerequisite: Open to juniors and seniors with a strong background in Africana Studies and by special permission to sophomores. Instructor's signature required.

Not open to students who have taken 235.

Distribution: Language and Literature/A

Semester: Fall

Unit: 1.0

AFR 340 Seminar. Topics in African-American History

NOT OFFERED IN 1998-99.

Prerequisite: Open to juniors and seniors with a strong background in Africana Studies and by permission of the instructor to sophomores.

Distribution: Historical Studies/B¹

Semester: N/O

Unit: 1.0

AFR 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

AFR 360 Senior Thesis Research

Prerequisite: By permission of department. See

Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

AFR 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Related Courses

The following courses are offered as related work by other departments where they are described. Courses from this list may be counted toward the major, provided that a minimum of six courses is elected from the Africana Studies departmental offerings.

ANTH 248 African Cultures: Peoples of the Greater Niger Basin

ARTH 241 Egyptian Art

HIST 263 South Africa in Historical Perspective

HIST 264 History of Pre-colonial Africa

HIST 265 History of Modern Africa

HIST 266 The Struggle over North Africa, 1800-Present

HIST 342 Seminar. Women, Work and the Family in African History

Directions for Election

The requirements for the major are consistent with the concept of Africana Studies as a multidisciplinary field of study. The requirements are designed to provide a wide range of knowledge and analytical ability as well as a firm foundation in an area of specialization, such as sociology, history, political science, economics, or literature.

A major in Africana Studies requires eight (8) courses. It is suggested that two courses be elected in each of the three general areas of Black history, humanities, and the social sciences as multidisciplinary training. As the basic introduction to the discipline of Africana Studies, 105 is strongly recommended of all majors. Courses taken at another institution to fulfill any departmental requirements must be approved by the department.

A minimum of six courses must be elected from Africana Studies Department courses. The others may be elected, after consultation with your advisor, from related courses taught in other departments or from courses taken on exchange.

A minor in Africana Studies consists of five (5) courses. 105 is strongly recommended. At least three should be above the 100 level, and at least one must be at the 300 level. In keeping with the interdisciplinary nature of the department, it is recommended that at least one course must be taken from among those courses in the department that satisfy the distribution requirement in Groups A and B.

Department of Anthropology

Professor: *Kohl, Merry (Chair)*

Associate Professor: *Bamberger*

Assistant Professor: *Karakasidou, Saenz*

All courses in the Anthropology Department (with the exception of 250, 250H, 350, 350H, 360, 370) fulfill the Group B² distribution requirement.

ANTH 101-102 Evolution and Diversity: Origins, Prehistory, and Cultural Development of Humankind

NOT OFFERED IN 1998-99. A two-semester introduction to the subfields of anthropology: physical/biological, prehistoric/archaeological, linguistic, and social/cultural. Traces the emergence of evolutionary theory in the 19th century and documents human origins from the evolution of primates through *Homo erectus*, Neanderthals and modern humans. Includes the study of human prehistory from the Stone Age through the advent of agriculture and the emergence of the state. Ethnologies illustrate societies integrated at different levels of social, political and economic development. The course also will treat cultural diversity in gender roles, kinship structures, subsistence technologies, and adaptations to distinct environmental settings.

Prerequisite: None. Students are encouraged to take both 101 and 102, but either can be taken separately.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ANTH 102 Evolution and Diversity: Origins, Prehistory, and Cultural Development of Humankind

NOT OFFERED IN 1998-99. A two-semester introduction to the subfields of anthropology: physical/biological, prehistoric/archaeological, linguistic, and social/cultural. Traces the emergence of evolutionary theory in the 19th century and documents human origins from the evolution of primates through *Homo erectus*, Neanderthals and modern humans. Includes the study of human prehistory from the Stone Age through the advent of agriculture and the emergence of the state. Ethnologies illustrate societies integrated at different levels of social, political and economic development. The course also will

treat cultural diversity in gender roles, kinship structures, subsistence technologies, and adaptations to distinct environmental settings.

Prerequisite: None. Students are encouraged to take both 101 and 102, but either can be taken separately.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ANTH 104 Introduction to Cultural and Social Anthropology

Karakasidou, Saenz

A comparative approach to the concept of culture and an analysis of how culture structures the worlds we live in. The course examines human societies from their tribal beginnings to the post-industrial age. We will consider the development of various types of social organizations and their significance based on family and kinship, economics, politics, and religion.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

ANTH 200 Current Issues in Anthropology

NOT OFFERED IN 1998–99. An examination of current controversial issues in anthropology. Topics covered will include sociobiology, race and intelligence, anthropological interpretations of Malthus, the culture of poverty, and neo-colonialism.

Prerequisite: Open to sophomores, juniors, and seniors without prerequisite, and to first-year students with previous anthropological experience and by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ANTH 204 Physical Anthropology

Kohl

The origin of humans as a sequence of events in the evolution of the primates. This theme is approached broadly from the perspectives of anatomy, paleontology, genetics, primatology, and ecology. Explanation of the interrelationship between biological and socio-behavioral aspects of human evolution, such as the changing social role of sex. Review of the human fossil record and the different biological adaptations of the polytypic species *Homo sapiens*.

Prerequisite: Open to sophomores, juniors, and seniors without prerequisite, and to first-year students with previous anthropological experience and by permission of the instructor.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

ANTH 205 Social Anthropology

NOT OFFERED IN 1998–99. An introduction to the comparative study of social organization with an emphasis on pre-industrial societies. Topics will include ecology and economy, kinship and marriage, order and authority, religion and art.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ANTH 206 Archaeology

Kohl

A survey of the development of archaeology. The methods and techniques of archaeology are presented through an analysis of excavations and prehistoric remains. Materials studied range from early hominid sites in Africa to the Bronze Age civilizations of the Old World and the Aztec and Inca empires of the New World. Students are introduced to techniques for reconstructing the past from material remains. The course includes a field trip to a neighboring archaeological site.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

ANTH 208 Archaeological Science

Lechtman (at MIT)

An introduction to scientific techniques used in contemporary archaeology. Using a case study format, faculty from the Boston-wide Center for Materials Research Archaeology and Ethnology (CMRAE) present different methods for studying such topics as reconstruction of ancient environments; dating techniques; assessing the diets of ancient populations; and sourcing artifacts through chemical and physical analyses.

Prerequisite: 1 year college-level physics or chemistry (or equivalent, see Instructor).

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

ANTH 210 Racism and Ethnic Conflict

NOT OFFERED IN 1998–99. A study of the anthropological approach to inequality and social conflict examining theories from Aristotle through Hobbes, Rousseau, Marx, Barth, and Foucault in the context of conflicts in South Africa, Japan, India, the African Sahel, Northern Ireland, the Balkans, and other world areas. Theories on the social construction of ethnic and racial differences, the role of competition for resources in generating conflicts, and notions of

the discipline and surveillance of disenfranchised groups will receive particular attention.

Prerequisite: 101 or 102 or 104, or one unit in Sociology, Africana Studies, Political Science, or Economics, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ANTH 212 The Anthropology of Law and Justice

NOT OFFERED IN 1998–99. Cross-cultural examination of modes of resolving conflict, processes of social control, and mechanisms for constructing laws in the U.S. and non-industrial societies. The course will focus on war, peace, and conflict. It will examine the nature of law, legal and non-legal dispute resolution, and the imposition of law in colonial and post-colonial situations. Topics include legal change and development, the role of the court in American communities, and court reform efforts such as the American dispute resolution movement.

Prerequisite: 101 or 102 or 104, or one unit in Political Science or Sociology, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ANTH 234 Urban Poverty: Contemporary Approaches to Inequality and Insurrection

Saenz

An anthropological analysis of social stratification, poverty and insurrection in urban society in the U.S. and the Third World. Review of the theory of inequality from Aristotle through Marx, Weber, and Foucault. A series of cases including the South Bronx, Belfast, Johannesburg, Los Angeles and Milan will be studied through a variety of narrative sources — biography, novel, ethnography and scholarly monograph. Current theory on discipline; punishment and control over bodily practices as they relate to urban poverty will be emphasized.

Prerequisite: 101 or 102 or 104 or one unit in Sociology, Political Science, Economics, or European History; open to juniors and seniors without prerequisite.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

ANTH 236 The Ritual Process: Magic, Witchcraft and Religion

Bamberger

An exploration of anthropological approaches to the study of witchcraft, magic and ritual with emphasis on their social and cultural aspects in non-Western (Africa, New Guinea, Southeast

Asia, and Native America) and Western societies. Discussion of the role of the ritual practitioner (shaman, sorcerer, priest), the efficacy of words and the power of ritual objects, the organization of sacred time and sacred space, and the connections between ritual, myth and belief. A field-work component will be an option, permitting the student an opportunity to observe and analyze a ritual event.

Prerequisite: 101 or 102 or 104 or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

ANTH 242 The Rise of Civilization

NOT OFFERED IN 1998–99. A comparative survey of the emergence of the Early Bronze Age civilizations in Mesopotamia, Egypt, the Indus valley, and Shang China, as well as pre-Columbian developments in Mesoamerica and Peru. The course will examine ecological settings, technologies, and social structures of the earliest complex urban societies.

Prerequisite: None

Distribution: Historical Studies or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ANTH 244 Societies and Cultures of the Middle East

NOT OFFERED IN 1998–99. Comparative study of political, economic, and other social institutions of several major cultures of the Middle East. Traditionalism vs. modernization. International conflict in anthropological perspective.

Prerequisite: 101 or 102 or 104, or one unit in Political Science, Economics, Sociology, or History.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

ANTH 245 Popular Cultures in Latin America

NOT OFFERED IN 1998–99. This course presents the beliefs and customary practices, such as popular forms of music, drama, dance, oral/written literature and mass media in Latin America and analyzes how race, class, ethnicity, gender, and the State influence and have an impact on the production of popular culture. The course focuses particularly on the popular cultures of Venezuela and the Caribbean basin.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

ANTH 247 Societies and Cultures of Eurasia

NOT OFFERED IN 1998–99. A survey of the non-Russian, largely non-European peoples of the former Soviet Union (particularly ethnic groups in Transcaucasia, Central Asia, and Siberia). The course will review how traditional cultures in these areas changed during the years of Soviet rule and will examine the problems they face today with newly-gained independence or greatly increased autonomy. Nationality policies of the former Soviet Union will be discussed with a particular emphasis on how they affect the current territorial disputes and conflicts among different ethnic groups (e.g., the undeclared war between Armenia and Azerbaijan over the enclave of Nagorno-Karabagh).

Prerequisite: 101 or 102 or 104, or one unit in Political Science, Economics, Sociology, or History.
Distribution: Historical Studies

Semester: N/O

Unit: 1.0

ANTH 248 African Cultures: Peoples of the Greater Niger Basin

NOT OFFERED IN 1998–99. Explores the history and lifeways of several West African peoples, including the Mande, Fulani, Hausa, Songhai, Twareg, and Yoruba, highlighting the history of the great Sahelian empires of Ghana, Mali and Songhai and their ancient participation in world politics and commerce through the trans-Saharan caravan trade. Texts by African writers are read in counterpoint to Western ethnographic accounts. Topics include: iron smiths, liminality and creativity; Islam, pastoralism and ecology in the Sahel; history and the social construction of identity, gender, colonialism, inequality and contemporary insurrection movements.

Prerequisite: None
Distribution: Historical Studies or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ANTH 249 Traditional Societies of Post Conquest South America

Bamberger

This course examines the local cultures of South American indigenous societies and agrarian communities as the result of the long-term effects of colonialism: slavery, ethnocide, the destruction of the rainforest, the migration of rural peoples to cities, and the marginalization of the urban poor.

Prerequisite: 101 or 102 or 104 or 100-level Sociology, Spanish or Political Science course.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

ANTH 250 Research or Individual Study

Prerequisite: 101 or 102 or 104

Distribution: None

Semester: Fall, Spring

Unit: 1.0

ANTH 250H Research or Individual Study

Prerequisite: 101 or 102 or 104

Distribution: None

Semester: Fall, Spring

Unit: 0.5

ANTH 256 Current Issues in Archaeological Theory and Data Analysis

Kohl

A consideration of current theoretical issues in anthropological archaeology. The development of the concept of prehistory is discussed historically, and cultural evolutionary models of the prehistoric past are presented through the development of cultural ecology and processual archaeology. Contemporary post-processual approaches, emphasizing human agency and subjectivity, are critically examined in terms of their suitability for the recovery and interpretation of archaeological data. Contrasting theoretical approaches are evaluated through the analysis of primary archaeological survey materials and utilization of relevant software programs.

Prerequisite: 101 or 102 or 104 or 206 or by permission of the instructor

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

ANTH 269 Anthropology of Gender, Marriage and the Family

Merry

An examination of the variations in gender and family life globally. Comparisons of patterns of behavior and belief systems surrounding marriage, sexuality, parenthood, male and female power, and masculine and feminine temperament. Emphasis on the ways kinship and family life organize society and the ways gender is constructed in conjunction with other identities such as race, class and nationality. Discussion of the cultural context of male violence against women and women's rights as human rights.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

ANTH 271 Orientalizing Others: An Interdisciplinary Approach to Cultural Prejudices

Karakasidou

This course examines the images and representations that "Western" scholars, artists and journalists have created and disseminated concerning

“other” non-Western cultures and societies. Students will critically examine recurrent but often subconscious portrayals of this sort in ethnography, films, history books, newspaper reports, and novels. It aspires to sensitize students not only to the roots of modern prejudices (such as cultural supremacy, nationalism, racism, sexism, etc.) but also to the ways in which their subtle expression finds its way into the ideology and world view of contemporary popular culture.

Prerequisite: None
 Distribution: Social and Behavioral Analysis
 Semester: Fall Unit: 1.0

ANTH 275 Development and Society in the Third World

NOT OFFERED IN 1998–99. Examination of the social and political implications of the transfer and diffusion of technology from the industrial north to the third world, from urban to rural areas. Emphasis will be placed on the generation and diffusion of new technologies, particularly in agriculture. We will examine the economy-wide and village-level effects of new technologies and assess the degree to which they improve or worsen the welfare of poor people.

Prerequisite: None
 Distribution: Social and Behavioral Analysis
 Semester: N/O Unit: 1.0

ANTH 276 Variations in Social Life: The Ethnographic Perspective

NOT OFFERED IN 1998–99. Ethnographic writing remains the anthropological medium of socio-cultural representation. In this course, students will critically read “classic” ethnographies and engage themselves in the recent debates concerning their validity and objectivity. We will become familiar with essential anthropological topics as they appear in ethnographies, such as: culture and nature; economics and exchange; social organization and the structuring of power; gender dominance and resistance; ethnicity, nationality and the state; ideology and consciousness; post-colonial movements and political identity; as well as the post-modernist approaches and interpretation.

Prerequisite: None
 Distribution: Social and Behavioral Analysis
 Semester: N/O Unit: 1.0

ANTH 277 Research Methods in Ethnology

NOT OFFERED IN 1998–99. The course is intended to introduce students to current issues in ethnographic method and theory by developing fundable research proposals. Students will be

expected to take an idea and set of hypotheses, develop a workable research method to test the ideas (preferably using quantitative techniques), and develop a work plan to carry out and write up their research.

Prerequisite: None
 Distribution: Social and Behavioral Analysis
 Semester: N/O Unit: 1.0

ANTH 301 Anthropological Theory

Karakasidou

This course introduces students to contemporary anthropology by tracing its historical development and its specific application in ethnographic writing. It examines the social context in which each selected model or “paradigm” took hold and the extent of cognitive sharing, by either intellectual borrowing or breakthrough. The development of contemporary theory will be examined both as internal to the discipline and as a response to changing intellectual climates and social milieux. The course will focus on each theory in action, as the theoretical principles and methods apply to ethnographic case studies.

Prerequisite: None
 Distribution: Social and Behavioral Analysis
 Semester: Spring Unit: 1.0

ANTH 308 Seminar for Materials Research in Archaeology and Ethnology

Lechtman (at MIT)

Seminar-laboratory subject offered at MIT by the Center for Materials Research in Archaeology and Ethnology. Role of materials and technologies in the development of ancient societies; major focus on scientific analysis of archaeological artifacts and ecofacts.

Prerequisite: Open by permission of the instructor.
 Distribution: Natural and Physical Science
 Semester: Fall, Spring Unit: 1.0

ANTH 318 Race, Class, and Colonialism in America

NOT OFFERED IN 1998–99. During the nineteenth and twentieth centuries, the U.S. engaged in both territorial and overseas colonialism, processes shaped by distinctively American contours of race and class. This course examines American Colonialism in the light of changing ideas about race and class and American political and legal systems, using the colonization of Hawaii as a case study. Topics to be considered include an analysis of the impacts of slavery, conquest of the Native Americans, and immigration

of Asians to California. The case study of Hawaii examines early contacts between Hawaiians and New England traders, whalers, and missionaries, processes of land alienation, the introduction of Western law and government, the emergence of the sugar plantation economy, the U.S. takeover of the islands, and the contemporary Hawaiian cultural renaissance and sovereignty movement.

Prerequisite: Two Grade II courses in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor.
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ANTH 319 Nationalism, Politics, and the Use of the Remote Past
Kobl

This seminar critically examines the use of pre-history and antiquity for the construction of accounts of national origins, historical claims to specific territories, or the exaggerated contributions and abilities of specific peoples. The course begins with an examination of the phenomenon of nationalism and the historically recent emergence of contemporary nation-states. It then proceeds comparatively, selectively examining politically-motivated appropriations of the remote past that either were popular earlier in this century or have ongoing relevance for some of the ethnic conflicts raging throughout the world today. Particular reconstructions of national origins will be studied in depth, such as the Afrocentric model for the beginnings of the Western cultural tradition. The course will attempt to develop criteria for distinguishing credible and acceptable reconstructions of the past from those that are unbelievable and/or dangerous.

Prerequisite: One Grade II unit in Group B.
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ANTH 342 Seminar: Native American Ethnology

NOT OFFERED IN 1998–99. Selected topics concerning Native Americans today. Ethnographic review of North American cultures. Problems of tribal and urban Indian communities, ethnic conflicts, the impact of recession, sovereignty and legal questions. Native Americans in literature and art.

Prerequisite: 101 or 102 or 104 and one Grade II unit in Anthropology, or Sociology, or Political Science, or by permission of the instructor.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

ANTH 346 Colonialism, Development, Nationalism and Gender
Merry

Focus on the nature of development, colonialism and dependency and the implications of colonialism for the creation of the modern, postcolonial world. Topics related to an understanding of the impact of world capitalism on indigenous peoples will be covered, as well as globalization, nationalism, and the historical creation of ideas about race.

Prerequisite: Two Grade II courses in any of the following: Anthropology, Sociology, Political Science, Economics, or by permission of the instructor.
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: Spring Unit: 1.0

ANTH 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ANTH 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ANTH 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ANTH 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit

AFR 235 Societies and Cultures of Africa: Historical, Cultural, and Political Perspectives

AFR 297 Medical Anthropology: A Comparative Study of Healing Systems

ARTH 260 North American Indian Art

HIST 369 Mapping the Past

LANG 114 Introduction to Linguistics

PEAC 259 Peace and Conflict Resolution

REL 361 Seminar. Religious Imagery in Twentieth Century India: Devotion, Art, Commodity and Politics

SOC 140 Geography and Society

Directions for Election

A major in anthropology consists of a minimum of eight (8) units (which may include courses from MIT's anthropology offerings), of which at least one unit of 101/102 or 104 and 301 are required. In addition, at least one methodology course is strongly suggested. We recommend QR 199 Introduction to Social Science Data Analysis or SOC 140 Geography and Society. Students may also elect other relevant statistics or calculus courses, depending on the particular need and interest of the student. Majors are encouraged to take other courses that have a cultural or multi-cultural focus, such as Cultural Psychology (PSYC 245).

A minor in Anthropology consists of five (5) units: 101/102 or 104, two 200-level courses, and two 300-level courses. Students minoring in Anthropology are encouraged to choose at least one ethnographic area course and at least one course which focuses on a particular theoretical problem.

Department of Art

Professor: *Armstrong, Carroll¹, Clapp, Dorrien², Fergusson, Friedman, Harvey², Marvin, O'Gorman (Chair), Rayen², Wallace*
Associate Professor: *Berman,² Black, Higommet, McGibbon,² Spatz-Rabinowitz (Director, Studio Art)*

Assistant Professor: *Bedell, Mekuria, Meng, Oles, Ribner*

Senior Lecturer: *Rhodes*

Lecturer: *DeLorne, Fryhle, Harleman, Schick*

Mellon Postdoctoral Fellow in Art: *Jones*

Applied Arts Instructor: *Hablanian (1), TBA (2)*

The Department of Art offers majors in the History of Art, Architecture, and Studio Art as well as minors in the History of Art and Studio Art. It is also possible to double major in Studio Art and History of Art.

Stecher Scholarships are available to qualified students for the study of art abroad during the school year, Wintersession, or summer.

Students with disabilities who will be taking art courses and need disability-related classroom or testing accommodations are encouraged to meet with the department Chair to make arrangements.

All courses in the Art Department (with the exception of 350, 360, 370) fulfill the Group A distribution requirement.

History of Art

ARTH 100 Introduction to the History of Art: Ancient and Medieval Art

Staff

A foundation course in the history of art, part 1: the earliest sources for our contemporary world. An introduction to the visual cultures of the Ancient and Medieval worlds of North Africa, Europe, the Middle East, and Asia, using key issues and monuments as the focus of discussion. Two lectures and one conference section per week. Weekly conferences emphasize observational and analytical skills and are normally given in the Davis Museum and Cultural Center. *Required course for all Art History, Architecture, and Studio Art majors who should plan to elect both ARTH 100 and 101 in their first or second year at Wellesley.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

ARTH 100/WRIT 125 05, 06 Introduction to the History of Art: Ancient and Medieval Art
Bedell

A foundation course in the history of art, part 1: the earliest sources our contemporary world. An introduction to the visual cultures of the Ancient and Medieval worlds of North Africa, Europe, the Middle East, and Asia, using key issues and monuments as the focus of discussion. Students in this section of ARTH 100 will attend the same twice-weekly lectures and weekly conferences as the other ARTH 100 students, but their assignments will be different, and they will attend a fourth meeting each week. Through writing about art, students in 100/125 will develop skills in visual and critical analysis. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in Art History, Architecture, or Studio Art.*

Prerequisite: Open to all first-year students.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 101 Introduction to the History of Art: Renaissance to the Present
Staff

A foundation course in the history of art, part 2. From Michelangelo to media culture, this course introduces the visual cultures of Europe, Africa, and the Americas beginning with the Renaissance, using key issues and monuments as the focus of discussion. Two lectures and one conference section per week. Weekly conferences emphasize observational and analytical skills and are normally given in the Davis Museum and Cultural Center. *Required course for all Art History, Architecture, and Studio Art majors who should plan to elect both ARTH 100 and 101 in their first or second year at Wellesley.*

Prerequisite: ARTH 100 and 101 can be selected separately, but students are advised to elect ARTH 100 before ARTH 101.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 101/WRIT 125 03 Introduction to the History of Art: Renaissance to the Present
Bedell, Rhodes

A foundation course in the history of art, part 2. From Michelangelo to media culture, this course introduces the visual cultures of Europe, Africa, and the Americas beginning with the Renaissance, using key issues and monuments as the focus of discussion. Students in this section of ARTH 101 will attend the same twice-weekly lectures and weekly conferences as the other ARTH 101 students, but their assignments will be different, and they will attend a fourth meeting each week. Through writing about art, students in 101/125 will develop skills in visual and critical analysis. *This course satisfies the Writing 125 requirement and counts as a unit towards a major in Art History, Architecture, or Studio Art.*

Prerequisite: Open to all first-year students.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 200 Architecture and Urban Form
Friedman

An introduction to the study of architecture and the built environment. Using examples from Europe, Africa, the Americas, and Asia, the course will cover a range of topics from building materials and construction techniques to the representation of buildings and cities in drawings, photographs and films. Some studio instruction, including an introduction to computer imaging, will be included. *Enrollment limited to 30 students.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 202 Romanesque Art
Fergusson

The regeneration of Europe in the century beginning around 1070 prompted a resurgence in architecture, sculpture, painting, and the liturgical arts. Based in rural monasteries and revived urban centers, and stimulated by pilgrimage and the crusades, Romanesque art became the first international artistic movement of the new millennium. Visits to collections of Romanesque art in Boston and New York.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 203 Cathedrals and Castles of the High Middle Ages

Fergusson

A study of the major religious and secular buildings of the Romanesque and Gothic periods with emphasis on France and England. Attention will be given to the interpretation and context of buildings and to their relationship to cult, political, and urban factors. Occasional conferences.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

ARTH 211/AFR 231 African Art

NOT OFFERED IN 1998–99. A survey of the major artistic traditions of Africa, from prehistory to the present. Focus will be on ancient African art, art and gender, and contemporary practices. Museum visits to the Peabody Museum at Harvard, and the Metropolitan Museum, and the Museum of African Art in New York. *Students may register for either AFR 231 or ARTH 211. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

ARTH 219 Nineteenth-Century Arts from the French Revolution to Impressionism

Higonnet

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. A lecture course on the history of art in Europe from 1789 to the 1890s. Beginning with the upheavals of the French Revolution and ending with the triumph of Impressionism, this course studies painting, sculpture, prints, and photography in their cultural context.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 1999–00. Unit: 1.0

ARTH 220 Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

Wallace

A study of Italian and Spanish painting and sculpture from early Mannerism through the Baroque. Among the principal artists studied are Michelangelo, Il Rosso Fiorentino, Pontormo, Parmigianino, Tintoretto, El Greco, the Carracci, Caravaggio, Bernini, Pietro da Cortona, and Velasquez.

Prerequisite: Open to sophomores who have taken 100 and 101, and to juniors and seniors without prerequisite.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

ARTH 221 Court, City and Country: Seventeenth-Century Dutch and Flemish Painting

Carroll

NOT OFFERED IN 1998–99. A survey course focusing on Flemish artists painting for the Baroque courts of Europe (Rubens and Van Dyck) and on Dutch artists painting during the Golden Age of the Dutch Republic (Rembrandt, Vermeer, Ruisdael).

Prerequisite: None. ARTH 101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

ARTH 222 Art, Science, and Nature in the Early Modern Era

Carroll

NOT OFFERED IN 1998–99. This course will study how European artists of the early modern period registered changes in the ways in which their contemporaries understood the structure of the universe, man's place in the cosmos, human physiology and psychology, and the "natural" foundations of social life. The course will consider art-works of the 16th, 17th and 18th centuries in the following thematic groupings: 1) the heavens and the earth; 2) animals and humans; 3) races and civilizations; 4) body and soul; 5) gender and sexuality.

Prerequisite: None. ARTH 100-101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered 1999-00. Unit: 1.0

ARTH 223 The Decorative Arts*DeLorme*

Art of the French interior. A study of the great styles, including the opulent Gothic age; the dazzling Valois dynasty; the multifaceted artistry of Versailles under the Sun King, Louis XV and the Marquise de Pompadour, with emphasis upon the influential patronage of Marie-Antoinette; Napoleon and Josephine's dramatic Empire; Art Nouveau in France and Europe; Art Deco and the designs of Sonia Delaunay. Outstanding French interiors are studied as the context for fêtes, unrivaled furnishings, painting, sculpture, textiles, porcelain, silver, fashion, and jewelry. Trip to Metropolitan Museum, New York.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

ARTH 224 Modern Art to 1945

NOT OFFERED IN 1998–99. A survey of modern art from the 1880s to World War II, examining the major movements of the historical avant-garde (such as Cubism, Expressionism, Dada, and Surrealism) as well as alternate practices. Painting, sculpture, photography, cinema and the functional arts will be discussed, and critical issues—including the art market, and gender, national, and cultural identities—will be examined.

Prerequisite: None. ARTH 100–101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

ARTH 225 Modern Art Since 1945*Berman*

NOT OFFERED IN 1998–99. A survey of art since World War II, examining painting, sculpture, photography, performance, video, film, conceptual practices, and the mass media. The course is international in scope, although the primary focus is on the arts of the U.S. Critical issues to be examined include the art market, multiculturalism, the politics of identity, feminist art practices, and artistic freedom and censorship.

Prerequisite: None. ARTH 100 and 101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

ARTH 226 History of Photography: From Invention to Advertising Age*Berman*

NOT OFFERED IN 1998–99. Photography is so much a part of our private and public lives, and it plays such an influential role in our visual environment, that we often forget to analyze its aesthetics, meanings, and histories. This course provides an introduction to these analyses by examining the history of photography from the 1830s to the present. Considering fine arts and mass media practices, the class will examine the works of individual practitioners as well as the emergence of technologies, markets, and meanings.

Prerequisite: None. ARTH 100 and 101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

ARTH 228 Nineteenth- and Twentieth-Century Architecture*Friedman*

A survey of the major movements in architecture in Europe and the United States from Neoclassicism to the present.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

ARTH 229 Renaissance and Baroque Architecture*Friedman*

A survey of building in Italy, Spain, France, and England from 1400 to 1800.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

ARTH 231 Architects and Buildings of Nineteenth-Century North America*O'Gorman*

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. Lectures and readings on the development of the architecture of the United States from Thomas Jefferson to Frank Lloyd Wright. In addition to personalities and styles, the course will focus on the history of the profession, of architectural graphics, of mechanical and structural technologies, of the rise of cities and the sprawl of suburbs.

Prerequisite: ARTH 101, or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered 1999–00.

Unit: 1.0

ARTH 232 American Painting from the Puritans to World War II

O'Gorman, Bedell

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. The study of American art has undergone radical transformations in the last decade. An explosion of recent scholarship has introduced new approaches, posed new questions, and proposed new answers. Looking at the works of artists such as John S. Copley, Winslow Homer, John S. Sargent, Mary Cassatt, Georgia O'Keeffe, and Jacob Lawrence, the course will draw on this new scholarship to examine issues such as the place of the artist in American society, the intersection of art and politics, and the role art plays in establishing gender roles and social status. Field trips to area collections.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered 1999-00. Unit: 1.0

ARTH 233 Domestic Architecture and Daily Life

Friedman

NOT OFFERED IN 1998-99. A survey of European and American houses, their design and use from the late Middle Ages to the present. Economic and social conditions will be stressed, with particular attention to changes in family structure and the role of women. The use of rooms and furnishings will also be discussed.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

ARTH 234 Topics in Nineteenth-Century Art
Higonnet

Impressionism. A lecture course on the avant-garde French painting movement called Impressionism. Initiated as a group movement by six men and two women—Caillebotte, Degas, Monet, Pissarro, Sisley, Renoir, Cassatt, and Morisot—Impressionism participated with its forms, content, and practices in the advent of our modern culture. The course will therefore examine the biographies of the Impressionists and the evolution of their artistic work in the context of nineteenth-century urbanism, individualism, class conflict, and gender relations, as well as the more specific history of art institutions.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

ARTH 235 Landscape and Garden Architecture

Fergusson

NOT OFFERED IN 1998-99. An examination of the major formal and ideological developments in landscape and garden architecture from the Renaissance to the present day, with particular emphasis on the nineteenth and twentieth centuries. Visits to local landscapes and gardens.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

ARTH 238 Forging Identities in Mexico: From the Olmec to the Modern Era

Oles

A survey of visual culture in Mexico from the ancient Olmec to the urbanization and industrialization of the 1940s. Across this 3000 year spectrum of cultures, peoples, and historical events, we will examine one continuous thread: how art has been used to promote cultural or national identity. Issues to be addressed include official patronage of public art, the representation of power, the construction of race and gender, and the myths that have shaped, and continue to shape, "Mexican" identity.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

ARTH 241 Egyptian Art

Marvin

NOT OFFERED IN 1998-99. A survey of Egyptian and Nubian architecture, sculpture, painting and minor arts focusing on Egypt's New Kingdom, and specifically the age of Akhenaten and Nefertiti. Several class meetings will take place in the Egyptian and Nubian galleries at the Museum of Fine Arts.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

ARTH 242 Life, Love and Art in Ancient Greece

Marvin

Greek art did more than just initiate the Western artistic tradition. It reflects a paradoxical society that prized freedom, inspired western democracy, invented philosophy, held slaves, degraded women and practiced homosexual pederasty. We

will look at the historical development of Greek sculpture and painting—what they meant to the people who made them, and to the later centuries that prized them. Repeated trips to the Boston Museum of Fine Arts.

Prerequisite: One unit of ARTH or CLCV.

Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 243 Roman Art

Marvin

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. The Roman Empire was a successful institution not solely because it had an unbeatable army, but also because it offered its subjects a culture they wanted to participate in. This course will examine Roman public monuments, decode the propaganda messages in them, and show how the imperial program of propaganda art and public works turned the whole of the Mediterranean basin and Europe as far north as Britain into places where people led Roman lives. Field trips to the Boston Museum of Fine Arts.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered 1999–00. Unit: 1.0

ARTH 244 Arts of Ancient China: Neolithic to the T'ang Dynasty

Clapp

This course will examine the cultural and aesthetic ideals of Chinese civilization as reflected in the plastic arts from the third millennium to the eighth century AD. Major topics will be: the stone and ceramic implements of the prehistoric cultures; ritual vessels, sculptures and jades of the bronze age; mortuary art of the Han dynasty; and the introduction and development of Buddhist sculpture and painting. Special attention will be given to the finds of recent archaeological excavations. Study of and papers on the collections of the Museum of Fine Arts, Boston, and the Sackler Museum, Harvard University

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 245 The Garden in Asia

Clapp

NOT OFFERED IN 1998–99. A study of the principle forms and symbolism the garden has taken in Asia, comparing the gardens of Mughal India, China, and Japan. Special themes will be the Indian garden as paradise and center of the world, the Chinese garden as land of the immortals and as private precinct of the scholar, the Japanese garden as mirror of Zen teachings, and the use of the garden everywhere to signify imperial power. We will examine actual surviving monuments, period paintings of gardens, and literary sources, with digressions on the dangers which each kind of evidence offers.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 246 The Arts of Greater India

Clapp

A history of the plastic arts of the Buddhist and Hindu religions in India, Nepal, Tibet, and Indonesia. Sculpture and painting will be treated where possible in their original architectural settings. Special attention will be given to the religious symbolism of the images and buildings. The survey will extend to the formation of Mughal painting and architecture and the development of painting in the native Indian schools of Pahari and the Deccan. Study of and papers on the collections of the Boston Museum of Fine Arts and Sackler Museum.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTH 247 Islamic Art and Culture

Schick

Topic for 1998–99: Ottoman Art and Architecture in the Context of East and West. Occupying a crucial geographical position between Europe and the Orient, the Ottomans viewed themselves as heirs to the Roman empire, and their artistic production displays a singular synthesis of their predecessors and contemporaries. The course surveys the architecture, painting and decorative arts of this great Islamic empire. Parallels with the art of the Safavids of Iran and the Mughals of India, as well as European representations of the East are also considered.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 248 Chinese Painting: T'ang Dynasty to the Eighteenth Century

Clapp

This course will study the themes, social purpose, and styles of Chinese painting with special attention to their expression of Chinese philosophical thought. We will explore in particular the role of painting at the imperial courts as a political and didactic tool, the conquest of naturalism in the classical landscape of the Sung dynasties, and the humanistic scholars' art of the later period. Study of and papers on the collections of the Museum of Fine Arts, Boston, and the Sackler Museum, Harvard University.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

ARTH 249 Arts of Japan

Clapp

NOT OFFERED IN 1998-99. This course will examine the sculpture and painting of Japan from the early period under Buddhist domination to the eighteenth-century woodblock print. We will trace Japan's early cultural ties to India, China, and Korea; and the later development of native Japanese styles in the narrative handscroll, the screen paintings of the great decorators, and the emergence of genre in prints and painting. We will pay special attention to the impression made on the visual arts by the religious and social thought of Japan. Study of and papers on the collections of the Museum of Fine Arts, Boston, and the Sackler Museum at Harvard.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

ARTH 251 Italian Renaissance Art, 1400-1520

Armstrong

The major artists who created the Italian Renaissance style are considered in their cultural context. Topics include the formation of the Renaissance style by Masaccio and Donatello; functions of religious art; the revival of subjects and forms based on Classical Antiquity; patronage by the Medici family in Florence and the Papacy in Rome; and the development of the High Renaissance by Leonardo da Vinci, Raphael, and Michelangelo.

Prerequisite: None. ARTH 100 and 101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

ARTH 252 Painting for Princes: Late Medieval Painting and Manuscript Illumination in Italy and France

Armstrong

The Late Medieval period in Europe witnessed an extraordinary flourishing of the arts largely dependent on aristocratic patronage. The elegance of French Late Gothic art and the new realism of the Italian painters Giotto and Duccio will be studied as two basic components of the style. Italian painting will be traced further in the works of Simone Martini and the Lorenzetti who painted for religious and civic patrons in Siena. Exquisite manuscripts illuminated for the French Valois Kings and Royal Dukes (such as the *Tres Riches Heures* of the Duke of Berry) will be examined as documents of princely life and the new naturalism emergent in the Later Middle Ages.

Prerequisite: None. ARTH 100 or 202, or 203 strongly recommended. Enrollment limited to 99 students.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

ARTH 253 The Beautiful Book: Medieval and Renaissance Book Illumination in France and Italy

Armstrong

NOT OFFERED IN 1998-99. The course will emphasize the magnificent decoration of French and Italian books in the later Middle Ages and Renaissance periods. Topics will include the construction of manuscripts; kinds of religious and non-religious books that were illuminated; styles of manuscript decoration; royal, aristocratic and religious patrons of manuscripts; and the impact of printing on the art of book decoration. Original medieval manuscripts and early printed books in the Wellesley College Library will be studied, and a session demonstrating how books are printed is planned.

Prerequisite: None. ARTH 100 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

ARTH 260 North American Indian Art

Wallace

NOT OFFERED IN 1998–99. A Survey of North American Indian art, artifacts, and building from the earliest Paleo-Indian arrivals to the present. Emphasis will be placed on the Indian cultures of New England and New York State, the Mississippi and Ohio River valleys, the American Southwest, and Pacific Northwest Coast. The works studied will include spear and arrow points, tools, weapons, shelters, clothing, masks, pottery, weaving, ornament, metal work, jewelry, painting, sculpture, and architecture.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered 1999-00. Unit: 1.0

**ARTH 262/AFR 262 Interrogating Identity:
African American Artists 1860s–1990s**

Jones

A survey of visual production by North Americans of African descent from the 1860s to the present. The course will look at the various ways in which these artists have sought to develop an African American presence in the visual arts over the last century and a half. What role does stylistic concern play, how are ideas of romanticism, modernism, and formalism incorporated into the work? In what ways do issues of postmodernism, feminism, and cultural nationalism impact on the methods used to portray the cultural and political body that is African America? *Students may register of either ARTH 262 or AFR 262. Credit will be given in the department in which the student is registered.*

Prerequisite: None. ARTH 101 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

**ARTH 290/SOC 290 Propaganda and
Persuasion in the Twentieth Century**

Cushman (Sociology)

A comparative historical analysis of propaganda and strategies of persuasion in twentieth-century national and social movements, and in social institutions. Cases to be examined include the United States during World War I, Nazi Germany, the Soviet Union, Cold War propaganda, the former Yugoslavia, museums, mass media institutions, advertising, and the anti-gun control lobby. Students will use computer tech-

nologies to prepare analyses of visual and textual media. *Students may register of either ARTH 290 or SOC 290. Credit will be given in the department in which the student is registered. Enrollment limited to 25 students.*

Prerequisite: None. Preference given to juniors and seniors. Students who have previously taken EXT D 299 may not enroll in this course.

Distribution: Arts, Music, Theatre, Film, Video, or Social and Behavioral Analysis

Semester: Spring

Unit 1.0

**ARTH 298/GERS 298 (Wintersession in
Vienna) Turn-of-the-Century-Vienna:
Encountering the Arts**

Rhodes (Art Department)

In the last decade of the 19th, and the first two decades of the 20th century, the capital of the Austro-Hungarian Empire witnessed a remarkable florescence of the arts. This creative renaissance undertook both a subversive critique of establishment culture and a radical project to redesign life for the modern age. The innovative aesthetic strategies include: rejecting decoration and decorum to expose the fundamental and the repressed; exploring the sordid and the extreme; generating provocative new artistic vocabularies and compositional systems. We will survey the fruits of this modernist breakthrough in the paintings of Klimt, Schiele, and Kokoschka; and in the architecture and design of Loos, Wagner, and Hoffmann. The works of these artists and their contemporaries will be the focus of our studies in Vienna. By studying the works in their context, we will take advantage of the most important art and monuments of earlier periods as well. Taught in English. *Students may register for either ARTH 298 or GERS 298. Credit will be given in the department in which the student is registered.*

Prerequisite: Open only to students enrolled in the German 202 section taught in Wintersession-in-Vienna (January 1999). The course is designed to augment the language study of the GER 202 class.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Wintersession

Unit: 0.5

ARTH 299 Museum Education

Fryhle

This course surveys the historical and philosophical foundations of American museums from the 1870s to the present in order to provide a context in which to consider critically the educational mission of the Davis Museum and Cultural Center. Lectures, class discussions, and outside readings examine the ethics and social politics of museums' roles in public service. Written and oral assignments on objects in the Museum enable students to apply their knowledge of art history and education theory to experiential learning in a museum setting. After successfully completing the course, students must attend Monday morning Docent Program meetings throughout the spring semester in order to receive 0.5 credit.

Prerequisite: ARTH 100 and 101 or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Wintersession Unit: 0.5

ARTH 304 Seminar. Leonardo da Vinci and Michelangelo Buonarroti

Armstrong

The Italian Renaissance artists Leonardo da Vinci (1452-1519) and Michelangelo Buonarroti (1475-1564) have often been cited as typical "Renaissance Men." Leonardo is known for his supremely beautiful and mysterious paintings (*Mona Lisa*; *Virgin of the Rocks*), but is also famed for his drawings of engineering projects, human anatomy, urban design, and equestrian statues. Michelangelo was at ease as a sculptor (*David*; the *Pietà*) a painter (the *Sistine ceiling*), and an architect (*Medici chapel*; *St. Peter's*, Rome). He also wrote deeply moving poetry on religious and amorous topics. The seminar will investigate multiple facets of these geniuses' creations as well as some of the myths about their reputations as "Renaissance Men."

Prerequisite: Open to students who have taken one unit in Medieval, Renaissance, or Baroque art, history, or literature; or who have taken two units in art history at the 200-level. Permission of instructor required.

File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

ARTH 305 Seminar. The Graphic Arts

Wallace

A history of prints and visual communication from the time of Gutenberg to the present. Among the master printmakers studied will be Dürer, Parmigianino, Rembrandt, Ribera, Hogarth, Goya, Gauguin, Munch, and Picasso. Careful study of original prints in the Wellesley College collections, and field trips to public and private collections.

Prerequisite: Open to sophomores, juniors and seniors who have had at least one 200-level art course involving the history of painting. Permission of instructor required. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

ARTH 309 Seminar. Problems in Architectural History

Friedman

Topic for 1998-99: New York/Los Angeles: 1925-1975. This seminar will focus on the major works of modern architecture produced in and around the urban centers of New York and Los Angeles during the middle years of this century. Particular attention will be given to the ways in which local geographies, institutions, and regional cultures helped to shape American responses to European designs and theories. The last part of the course will look at Postmodern architecture as an expression of the confrontation between elite and popular cultures in the 1950s and 1960s.

Prerequisite: Permission of instructor required. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

ARTH 311 Northern European Painting and Printmaking

Carroll

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered 1999-00.

Unit: 1.0

ARTH 312 Seminar. Topics in Nineteenth-Century Art

Higdonnet

Topic for 1998–99: Mary Cassatt and Her World. In conjunction with a major exhibition at the Boston Museum of Fine Arts, this seminar explores the art of the Impressionist Mary Cassatt. The exhibition will allow seminar members to study Cassatt's most important works in their original form, rather than through reproductions. Seminar members will participate in all aspects of the exhibition's programming. Seminar themes will include: the creation of feminine identity, women artists of the late nineteenth century, Cassatt's place in the Impressionist movement, and relationships between European and American avant-garde art.

Prerequisite: ARTH 101 or permission of instructor.

File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

ARTH 316/AFR 316 Seminar. Art of the Harlem Renaissance

Jones

African American artists working between WWI and WWII were among the first to define a language in the fine arts that was visibly based on African and African American culture. Through a variety of texts (art history, literature, film, music, criticism) this course will consider the work of painters, sculptors, and photographers. How did their production fit in with the more well-known developments in literature and music? What were the connections to the African American social/political agendas of the era? What role did expatriotism play? How is the Harlem Renaissance linked to both American and African American art historical trends? *Students may register of either ARTH 316 or AFR 316. Credit will be given in the department in which the student is registered.*

Prerequisite: ARTH 101 and ARTH 211 strongly recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

ARTH 320 Seminar. American Architecture
O'Gorman

Topic for 1998–99. Nineteenth-Century Vernacular Architecture in New England. Patterns of social and economic life in New England in the last century generated particular building types: tobacco barns, textile mills, sugar houses, meeting houses, inns, farm layouts, industrial communities, and so on. In a true example of form following function, these various types were shaped by the processes which gave them rise. We will study both processes and products. Lectures, discussions, papers, and field trips (some on Saturday).

Prerequisite: Priority given to advanced Art, Architecture, and American Studies majors.

Permission of instructor required. File application in the department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

ARTH 323 Studies in Decorative Arts

DeLorme

NOT OFFERED IN 1998–99.

Prerequisite: None. ARTH 101 or ARTH 223 is recommended.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

ARTH 330 Seminar. Renaissance Art in Venice

Armstrong

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. Venetian Renaissance artists glorified Venice as the center of a great spiritual, cultural and political empire. The seminar will explore how Giorgione, Titian, Tintoretto and others represented contemporary religious beliefs; portrayed political rulers and their wives; reflected economic and cultural ties to Northern Europe and to Islamic countries of the Eastern Mediterranean; and participated in the cultural revival of classical antiquity.

Prerequisite: Any 200-level course in Medieval, Renaissance, or Baroque art, history or literature; or two units of art history at the 200 level. Permission of instructor required. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered 1999–00.

Unit: 1.0

ARTH 331 Seminar. The Art of Northern Europe

Carroll

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000.

Prerequisite: ARTH 101 or by permission by the instructor. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered 1999-00. Unit: 1.0

ARTH 332 Seminar. Medieval Art

Fergusson

NOT OFFERED IN 1998–99.

Prerequisite: Permission of instructor. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

ARTH 333 Seminar. The High Baroque in Rome

Wallace

Topic for 1998–99: The art and architecture of Gian Lorenzo Bernini, Francesco Borromini, and Pietro da Cortona.

Prerequisite: 220 or permission of the instructor. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

ARTH 334 Seminar. Issues in Ancient Art and Archaeology

Marvin

Topic for 1998–99: We who are about to die.... Gladiatorial arenas like the Coliseum in Rome were open air theaters where crowds of up to 50,000 people flocked to watch public killings: of professional gladiators by each other, of wild animals by hunters or by each other, of condemned criminals by humans and animals alike. To try to understand the place of these bloody spectacles in Roman life, we will examine their physical traces—the buildings that housed them, the sculptures, paintings, and mosaics that depict them, as well as the ancient texts that describe and comment on them.

Prerequisite: Permission of instructor required. File application in the department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

ARTH 335 Seminar. Whitehead Colloquium on Critical Thought

Berman

Topic for 1998–99: Modern Art and Cultural Memory. This colloquium examines the ways in which works of art communicate and crystallize community and national identities. Through works as diverse as Maya Lin's *Vietnam Veterans' Memorial* and Pablo Picasso's *Guernica*, and through considerations of visual media including public paintings and sculpture; history and "folk" museums; and films, posters, book illustrations, and broadsides, it will explore ways in which art has played a role in the projects of nation building and community consolidation in the twentieth century. It will also ask students to examine issues of identity and community in contemporary visual culture as we approach the turn of the next century. The course will include guest lectures, field trips, and film viewings.

Prerequisite: Permission of the instructor required.

File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

ARTH 336 Seminar. Museum Issues

Harleman

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000.

Prerequisite: Permission of instructor required. File application in the department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 1999-00. Unit: 1.0

ARTH 337 Seminar. Topics in Chinese Painting

Clapp

NOT OFFERED IN 1998–99.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O Unit: 1.0

ARTH 338 Seminar. Topics in Latin American Art
Oles

Topic for 1998–99: Imagining Mexico and the Border in the 20th Century. This seminar will examine North American images of Mexico and the U.S.-Mexican border using Hollywood movies, literature and journalism, and the fine arts and popular culture. We will focus on selected key works that reveal the complex and contradictory relationship between the two countries. Major themes include: stereotypical characters; “violent” Mexico (revolution, drugs, cults); “exotic” Mexico (peasants, villages, beach resorts); and the conflict between romantic myths and modern realities. *Enrollment limited to 20.*

Prerequisite: Permission of instructor required.
File application in department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 340 Seminar. Topics in American Art
Fergusson and O’Gorman

Topic for 1998–99: The Architecture and Landscape of Wellesley College. For more than 120 years the buildings and landscape of Wellesley College have been acknowledged as masterpieces of campus design. We will explore the origin and development of our physical environment, including the roles of patrons, designers, forms, styles, and intentions. Concentration on archival research, visits to comparable campuses, written analyses of lost and standing structures and environments.

Prerequisite: Open to all students with priority to advanced students in Art and Architecture. Permission of the instructors required. File application in department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTH 345 Seminar. Methods of Art History
Rhodes

A seminar on approaches to the understanding of visual art. What are the ways in which art has been defined, evaluated, theorized, and researched? Approaches include connoisseurship, iconography, Marxism, psychoanalysis, semiotics, gender and ethnicity studies, and cultural studies. Critical reading, discussion, and writing will be stressed.

Prerequisite: Limited to juniors and seniors who have taken one 200-level unit in the department. Open by permission of the instructor. File application in department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 350 Research or Individual Study
Staff

Prerequisite: Open to qualified students by permission of the instructor and the department chair.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

ARTH 360 Senior Thesis Research
Staff

Prerequisite: By permission of the department. See Academic Distinctions.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

ARTH 364 Women Filmmakers: History and Theory of Subversion
Mekuria

A survey of the history of women filmmakers, and the evolution of feminism and feminist film theory. This course will review the development of international mainstream as well as independent women’s cinema, explore the positioning of women in classical Hollywood films, and consider the impact of feminism and feminist film theory on women filmmakers in particular and the film industry in general. Includes weekly screenings and analysis of films by international women directors.

Prerequisite: One of the following courses: ARTH 224, 225, 226; or WOST 120 or 122; or by permission of instructor. File application in department before pre-registration.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTH 370 Senior Thesis

Prerequisite: 360
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

Boston Museum of Fine Arts Seminars

A limited number of qualified students may elect for credit seminars offered by the curators of the Boston Museum of Fine Arts to students in Boston-area colleges and universities. These are held in the Museum and use objects from the collections for study. *Admission to Museum Seminars is by permission of the instructor at the Museum only. Call the instructor for information about the day and time of classes and application procedures as the class size is limited.*

ARTH 378 Art as Writing: Introduction to Egyptian Hieroglyphs

Peter Der Manuelian

Assistant Curator, Department of Ancient Egyptian, Nubian, and Near Eastern Art (617/369-3325)

This seminar will give the student an introductory reading knowledge of ancient Egyptian hieroglyphs, the language used along the banks of the Nile from about 2500 B.C. to 500 B.C. The course will make extensive use of the rich Egyptian collections of the Museum of Fine Arts and readings will be made from actual objects, both in the classroom and in the galleries. Students will be given weekly vocabulary, grammar, and translation exercises and practice their "hieroglyphic penmanship," but the seminar will focus on understanding the objects and the Egyptians' use of inscriptions on works of art rather than on intensive linguistic analysis. *Limited to 10 students.*

Prerequisite: Admission to Museum Seminars is by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

ARTH 379 American Photography from the 1890s to the 1940s

Anne Havinga

Assistant Curator, Department of Prints, Drawings, and Photographs (617/369-3430)

This seminar will survey fifty years of American photography using the resources of the Museum's extensive collection. Among the photographers to be studied are Alfred Stieglitz, F. Holland Day, Gertrude Käsebier, Paul Strand, Charles Sheeler, Edward Weston, Berenice Abbott, Walker Evans, and Margaret Bourke-White. Intensive study of original works of art will be the focus of the seminar. *Limited to 10 students.*

Prerequisite: Upper level undergraduate or graduate students. Previous course work in the history of photography recommended. Admission to Museum Seminars is by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit: 1.0

ARTH 389 Contemporary American Studio Furniture

Gerald W. R. Ward

Carolyn and Peter Lynch Associate Curator, Department of American Decorative Arts and Sculpture (617/369-3217)

New England is the country's richest region for studio furniture and the Museum of Fine Arts has been a leader in collecting twentieth-century American furniture during the past twenty-five years. The class will include an historic overview of American furniture, visits to local furniture-making shops and schools, trips to local galleries, and extensive time with the collection. Emphasis will be placed on understanding modern wood-working and upholstery techniques, identification of design concepts, and placement of contemporary furniture within an historical and art historical context. *Limited to 10 students.*

Prerequisite: Upper level undergraduates or graduate students. Admission to Museum Seminars is by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

ARTH 397 Athens and Beyond: Regional Styles in Ancient Greek Art

Pamela Russell

Research Associate, Department of Classical Art (617/369-3256)

Seminar participants will examine works of art from various parts of the Greek world in order to define regional stylistic traits. Objects from Attica, Boeotia, Laconia, the Cyclades, Asia Minor, and south Italy will be included. Chronological emphasis will be on the Archaic and Classical periods. The social and political context for the emergence of regional identities will be outlined, and the effect of interactions among regions on the development of style will be assessed. The seminar will include extensive study of original works of art in the Museum's collection, including coins, pottery, stone sculpture, and terra-cotta figurines. *Limited to 15 students.*

Prerequisite: Advanced undergraduates and graduate students. Introduction to Classical Art strongly recommended. Admission to Museum Seminars is by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit: 1.0

Cross Listed Courses

For Credit Toward the Major

A maximum of two of these courses may be counted toward the minimum major or minor.

AFR 207 Images of Africana People through the Cinema

AMST 317 Seminar. Advanced Topics in American Studies. Topic for 1998-1999: From the Gilded Age to the Progressive Era: American Culture and Society, 1877-1920.

ANTH 308 Seminar for Materials Research in Archaeology and Ethnology

CHIN 243 Chinese Cinema

EXTD 231 Interpretation and Judgment of Films

FREN 230 Paris: City of Light

FREN 240 Images of Women in French Film

FREN 314 Cinema

GER 244 German Cinema 1919-1945 (in English)

GER 246/346 History and Memory in New German Cinema (in English)

ITAL 249 The Cinema of Transgression (in English)

ITAL 261/361 Italian Cinema (in English)

JPN 251 Japan through Literature and Film (in translation)

PHIL 203 Philosophy of Art

RUSS 255 Seven Decades of Soviet Russian Cinema

SOC 216 Sociology of Mass Media and Communications

SOC 232 Visualizing Inequality: Exploration through Documentary Film

SPAN 265 Introduction to Latin American Cinema

SPAN 315 Seminar: Luis Buñuel and the Search for Freedom and Morality

Studio Art

Studio courses generally meet twice a week for double periods or once a week for longer. Enrollments are limited.

ARTS 105 Drawing I

Staff

An introduction to the fundamentals of drawing with attention to the articulation of line, shape, form, gesture, perspective and value. Studio work introduces a range of traditional drawing tools and observational methods while exploring a variety of approaches to image making and visual expression. In-class drawing exercises and weekly homework assignments address a range of subjects with brief attention given to the human figure.

Prerequisite: Open to all non-seniors. Seniors must obtain permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring Unit: 1.0

ARTS 106 Introduction to Chinese Painting

Meng

This course will introduce students to the techniques of traditional Chinese Painting. The course will also consider the theoretical and aesthetic principles associated with brushstrokes, composition, and the use of ink and colors. Students will be introduced to Chinese Calligraphy and the three major categories of Chinese painting: flower and bird; mountain and river; and figure painting. Students will work in various techniques and compose their own paintings in the Chinese fashion.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring

Unit: 1.0

ARTS 107 Book Arts Studio

Rogers and Hatch

Students will learn to set type by hand and print on hand presses in the Clapp Library's Book Arts Lab. Through a collaborative class project, students will explore the possibilities of combining text, image, color, and binding format to create a finished book. Occasional special workshops may be offered in illustration techniques, paper decoration, or bookbinding. The first hour of each session is a lecture on the history of the book, using examples from Wellesley's Special Collections. *Enrollment limited to 12 students. File application in art department before pre-registration.*

Prerequisite: Permission of the instructors required.

Distribution: None

Semester: Fall

Unit: 0.5

ARTS 108 Photography I

Black, TBA

Photography as a means of visual communication. Emphasis on learning basic black-and-white technique of camera and darkroom operation and on critical analysis of photographs. Problems dealing with technical, design and aesthetic issues of image-making.

Prerequisite: Preference given to non-seniors, Art Department majors and minors. Permission of instructor required. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring

Unit: 1.0

ARTS 109* Basic Two Dimensional Design (*formerly 209)

Spatz-Rabinowitz

This studio course considers the basic elements of design (i.e. line, shape, space, value, color) to examine the fundamental issues behind composing an image. Studio projects emphasize formal problem solving skills as a means of achieving more effective visual communication. Weekly assignments are given in a variety of media. Suggested for those students interested in pursuing any type of two-dimensional work.

Prerequisite: Open to all non-seniors. Seniors must obtain permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring

Unit: 1.0

ARTS 113* Basic Three Dimensional Design (*formerly 213)

Dorrien (Fall), McGibbon (Spring)

Introduction to three-dimensional design stressing various formal and spatial concepts related to sculpture, architecture, installation and product design. A wide range of materials will be handled in completing several preliminary problems as well as constructing a final project.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring

Unit: 1.0

ARTS 165 Introduction to Video Production

Mekuria

Introduction to the principles of video production with emphasis on developing basic skills of recording with a video camera, scripting, directing and editing short videos.

Prerequisite: Permission of instructor required. File application in department before pre-registration.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring

Unit: 1.0

ARTS 204 Painting Techniques

Spatz-Rabinowitz

NOT OFFERED IN 1998-99. A survey of significant techniques and materials related to the history of Western painting. Students will work with gold leaf, egg tempera, Venetian oil technique, direct oil technique, acrylic, encaustic, and pastel. Emphasis is on the technical aspects of these media and their role in stylistic change. Studio art majors as well as art history majors are encouraged to enroll. *Studio fee of \$50.*

Prerequisite: None. Preference given to Art Department majors and minors. Permission of instructor required.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

ARTS 207 Sculpture I

Dorrien

An exploration of sculptural concepts through the completion of projects dealing with a variety of materials including clay, wood, plaster, stone and metals, with an introduction to basic foundry processes. Work from the figure, with direct visual observation of the model, will be emphasized. *Studio fee of \$50.*

Prerequisite: ARTS 105 or 113* (*formerly 213) or permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

ARTS 208 Photography II

Black

Strong emphasis on development of personal photographic vision. Exposure to use of various camera formats and lighting equipment. Exploration of film developing processes and printing techniques. Weekly critiques of students' work.

Prerequisite: ARTS 108 or permission of instructor.
Preference given to Art Department majors and minors.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTS 210 Color

Rayen

NOT OFFERED IN 1998-99. This course will attempt to demystify the study of color. Working with colored papers and collage we will explore the characteristics and potentials of color through careful observation and comparison. In a series of interrelated exercises we will examine and define hue, value and intensity and the ways in which colors interact. Emphasis is on cumulative studies through which the student will devise a visual vocabulary, balancing an intellectual experience with the intuitive experiment.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTS 212 Introductory Printmaking

McGibbon

An exploration of the major concepts and traditional methods of printmaking, including relief, lithography, intaglio, and monoprinting. Emphasis put towards the development of creative problem solving skills through the use of printmaking tools and techniques. Class activities include considerable hands-on investigation, in-progress discussion and collaborative interaction. Each student participates in a print exchange portfolio, in addition to completing individual assignments utilizing the major printmaking media. *Studio Fee of \$35.*

Prerequisite: ARTS 105 or 109* (*formerly 209) or by portfolio review.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTS 214 Electronic Imaging

Ribner

Students will be introduced to the basic skills required to use the computer as an art-making tool, and will examine the impact of the computer on art and artists. Traditional art media (photography, drawing, collage, and printmaking) will be used as a foundation and as reference points. There will also be the opportunity to mix traditional and electronic media in final projects. *Studio fee of \$35.*

Prerequisite: ARTS 105 or 108 or 109* (*formerly 209) or 210. Permission of instructor required.
File application in department before pre-registration.
Preference will be given to Studio Art majors and minors.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

ARTS 215 /CS 215 The Art and Science of Multimedia

Ribner, (Studio Art) and Metaxas, (Computer Science)

With the growth of multimedia, the boundaries between traditionally unrelated disciplines have blurred, facilitating the collaboration of fields that had been unrelated until recently. This course, team-taught by faculty of both the Art and Computer Science Departments, provides the students with a unique opportunity of being exposed to the knowledge and expertise of an exciting synthesis of disciplines. The course will cover a wide list of topics from: history and philosophy of hypermedia; designing user interfaces; programming; art and design for multimedia CD-ROMs and the WWW; media selection; editing. In addition to scheduled assignments and homework, students are expected to produce a professional-level multimedia project that will be published on CD-ROM. *Students may register for either ARTS 215 or CS 215. Credit will be given in the department in which the student is registered.*

Prerequisite: By permission of instructor. File application in Art Department or CS department before pre-registration. At least one CS course (CS 110 or CS 111) and one ARTS course (ARTS 109* formerly 209, ARTS 105, or ARTS 108). ARTS 214 strongly recommended.
Distribution: Arts, Music, Theatre, Film, Video or Mathematical Modeling
Semester: Spring Unit: 1.0

ARTS 217 Life Drawing

Harvey

Understanding the human figure by direct observation of and drawing from the model. A highly structured approach with emphasis on finding a balance between gestural response and careful measurement. Rigorous in-class drawings as well as homework assignments. Dry and wet media as well as work on a variety of scales. Recommended for architecture majors as well as studio art students who intend to do further work from the figure.

Prerequisite: ARTS 105. Not open to students who have taken ARTS 316.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

ARTS 218 Introductory Painting

Rayen (Fall), Harvey (Spring)

A study of basic forms in plastic relationships, emphasizing direct observation in a variety of media.

Prerequisite: ARTS 105 or 109* (*formerly 209) or permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring

Unit: 1.0

ARTS 265 Intermediate Video Production

Mekuria

NOT OFFERED IN 1998-99. Designed to explore the techniques and styles of producing documentary videos. We will survey current issues surrounding objectivity and representation as it concerns the documentary form. Strong emphasis on story telling. Special focus on lighting, sound recording, and editing. We will screen and analyze various styles of documentary films. Final projects will be short documentaries.

Prerequisite: ARTS 165 or permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

ARTS 307 Sculpture II

Dorrien

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. Continuation on a more advanced level of sculptural issues raised in Sculpture I. Projects include working from the figure, metal welding or wood construction, and metal casting in the foundry as well as stone carving. *Studio fee of \$50.*

Prerequisite: ARTS 207 or permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered 1999-00.

Unit: 1.0

ARTS 308 Photography III

Black

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. Continued exploration of issues generated by student work. Strong emphasis on theoretical readings, gallery visits, guest artists, group discussion and historical research. Continued research of photographic techniques to solve visual problems that arise from the work presented.

Prerequisite: ARTS 108, 208, and either 105 or 109* (*formerly 209), or permission of instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O (See ARTS 317). Offered 1999-00.

Unit: 1.0

ARTS 314 Advanced Drawing

Spatz-Rabinowitz

Further exploration of drawing techniques, materials, and concepts. Exercises will focus on form development, structure, space, surface texture, and abstraction. Emphasis on developing personal imagery during the last part of the semester.

Prerequisite: ARTS 105 and either 109* (*formerly 209), 217, 218, or permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

ARTS 315 Problems in Advanced Painting

Spatz-Rabinowitz

Each student will spend time exploring further the issues of color, composition, paint handling, and subject matter. In addition, students will be required to establish and develop personal imagery and an individual vocabulary.

Prerequisite: ARTS 315 and 321 are complementary courses and may be taken in any order following the completion of 218 or its equivalent.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

ARTS 317 Seminar. Problems in the Visual Arts

Black

Topic for 1998-99: The Family Reconsidered: Albums, Pictures and Stories In order to better understand the precursors to our refrigerator displays of love for our kin and friends, this course will look at images of family affection and bonding that can be found throughout history of visual representation. Using the traditional family album as a starting point, we will explore the visual representation of the family unit, past and present, raising questions about the uses, meanings and effects of family albums. Images and

text will be used to explore many definitions of the contemporary family and how we represent ourselves for public and private display.

Prerequisite: File application in department before pre-registration. Coursework in photography, video, or electronic imaging plus any two other studio courses. Or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTS 321 Advanced Painting
Rayen

NOT OFFERED IN 1998–99. Continuing problems in the formal elements of pictorial space, including both representational and abstract considerations. Emphasis will be given to the formulation of preliminary studies in a variety of media.

Prerequisite: ARTS 315 and 321 are complementary courses and may be taken in any order following the completion of 218 or its equivalent.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

ARTS 322 Advanced Printmaking
McGibbon

Designed for students interested in strengthening their knowledge of traditional print processes while expanding their visual and conceptual approaches to image making. Experimentation with interdisciplinary uses of the printed image, including handmade books, installed works and collaborative exchanges. Readings and discussions consider issues of photomechanical reproduction, and the role of multiplicity and seriality in contemporary art. Some projects may incorporate photo stencils and digital imagery in combination with more autographic working methods. Each student will be expected to develop an individual body of work utilizing one or more of the printmaking media. *Studio fee of \$35.*

Prerequisite: ARTS 212 or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTS 350 Research or Individual Study

Prerequisite: Open to qualified students by permission of the instructor and the department chair.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

ARTS 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

ARTS 365 Advanced Video Production
Mekuria

An intensive course in story development, writing screenplay, directing actors and technical crew and producing short, dramatic or mixed-genre videos. Rigorous work on advanced camera operation, lighting, sound recording and editing techniques. We will screen and analyze short films and sample screenplays. Course requires strong organizational and directorial aptitude. The final projects will be short, narrative or mixed-genre videos.

Prerequisite: ARTS 165, 265, or permission of instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

ARTS 370 Senior Thesis
Prerequisite: 360
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall, Spring Unit: 1.0

Applied Arts Program

In addition to the regular Studio curriculum, a separately funded program makes it possible to offer two courses each year in such fields as ceramics, woodworking, papermaking, and quilting. *Workshops are non-credit and are open to all students without prerequisite.*

Hablanian
Topic for 1998–99: **Hand Building Ceramics.** Concentrating on clay as an ancient and powerful medium of artistic expression, the course will introduce students to the use of traditional hand-building techniques for creating ceramic art. Participants will be encouraged to create and view ceramic works, and to use clay in various ways to build objects, with a stronger emphasis on the artistic expression of the piece than on the functionality of the finished work. A variety of hand-building processes will be taught. Subject matter and session exercises will instill students with knowledge of necessary ceramic techniques, from effective handling of raw clay through shaping, drying, curing, firing methods, and coloring techniques.

Prerequisite: Permission of the instructor required.
Hours and day to be determined. Sign up in Art Department Office.
Distribution: None
Semester: Fall Unit: 0

Topic for 1998–99: TBA

Prerequisite: Permission of the instructor required.

Hours and day to be determined. Sign up in Art

Department Office.

Distribution: None

Semester: Spring

Unit: 0

Directions for Election

Note: For the purposes of meeting the “18 units” requirement (Articles of Legislation, Book II, Article I, Section 8, A), Art History and Studio Art are considered separate departments. Courses in Studio Art are counted as units “outside the department” for Art History majors. Courses in Art History are counted as courses “outside the department” for Studio Art majors.

History of Art

A major in History of Art must elect:

A. ARTH 100 and 101. Exemption from this requirement is possible only for students who achieve a grade of 5 on the Advanced Placement Art History examination or pass an exemption examination arranged by the Department Chair. A student who takes ARTH 100/101 will lose her AP/Art credit.

B. One of the following courses in Studio Art: ARTS 105, 108, 109*, 113* (*formerly 209 and 213) 204, 210.

C. A minimum of five further units in History of Art to make a total of eight units, which must include distribution requirements.

For distribution, a student must elect at least one unit in three of the following six areas of specialization: Ancient, Medieval, Renaissance, Baroque (seventeenth and eighteenth centuries), Modern (nineteenth and twentieth centuries), non-Western Art. ARTH 222 and 229 may count as Renaissance or Baroque. Among the three areas elected, one must be either before 1400 A.D. or outside the tradition of Western art. Normally, ARTH 223, 233, 235, 305 and 345 may not be used to meet this distribution requirement.

Students may count only one cross-listed course to the minimum major. If approved by the department chair, courses elected at other institutions may be used to meet the distribution requirement. No more than one unit of 350 credit may be counted towards the minimum major. Ordinarily, no more than three units of transfer credit (one Studio, two Art History) may be counted toward the minimum major. Once a stu-

dent has enrolled at Wellesley, courses from two-year colleges will not be credited to the major.

Although the department does not encourage overspecialization in any one area, by careful choice of related courses a student may plan a field of concentration emphasizing one period or area. Students interested in such a plan should consult the department as early as possible.

ARTH 345 is strongly recommended for those considering graduate study in History of Art. Art majors are also encouraged to take courses in the language, culture, and history of the areas associated with their specific fields of interest.

Graduate programs in the History of Western Art require degree candidates to pass exams in French and German. Graduate programs in the History of Asian Art require Chinese and/or Japanese.

Students interested in graduate study in the field of art conservation should consult with the department chair regarding requirements for entrance into conservation programs. Ordinarily college-level chemistry through organic should be elected, and a strong studio art background is required.

A History of Art minor (6 units) consists of:

(A) ARTH 100 and 101; and (B) 4 additional units above the 100 level with at least 2 at the 300 level; maximum 1 unit of 350. Of the 4 units above the 100 level, 3 shall, in the opinion of the student's faculty advisor, represent a coherent and integrated field of interest. The fourth unit shall, in the case of students whose primary field is Western European or American art, be a course in non-Western or ancient art. In the case of students whose primary field of interest is ancient or non-Western art, the fourth unit shall be Western European or American art.

For the minor, at least four units of credit in Art History must be taken in the Art Department, only one cross-listed course may be counted towards the minor.

The attention of students is called to the interdepartmental majors in Architecture, in Classical and Near Eastern Archaeology, and in Medieval/Renaissance Studies.

Studio Art

A major in Studio Art must elect:

A ARTH 100 and 101 (unless exempted with a grade of 5 on the Advanced Placement Art History Examination).

B ARTS 105, and any two of the following ARTS 108, 109,* or 113* (*formerly 209 and 213).

C A minimum of two units of studio courses at the 200 level.

D A minimum of two units of studio courses at the 300 level.

The Studio Art minor (6 units) consists of ARTS 105, one unit of either 109*, 113* (*formerly 209 and 213) or 210, plus four additional units in studio art, one of which is at the 300 level (350's excluded).

Prospective studio majors and minors are strongly encouraged to elect 100-level art courses (including ARTH 100 and 101) early on (preferably during the first two years at Wellesley), in order to establish a firm visual foundation and broad awareness of the field. Studio art majors intending to study abroad should make a special effort to complete all 100-level requirements before the Junior year. ARTS 217 and 317 are highly recommended for majors regardless of media concentration. Those students intending to pursue graduate or professional work in the studio arts should elect additional units in Art History whenever possible, especially in courses that address issues of Twentieth-Century art and culture. Since contemporary art often addresses interdisciplinary concerns, students are urged to discuss the breadth of their course selections (including non-art courses) with art department faculty. Prospective studio majors are strongly encouraged to obtain a copy of **The Art Department Course Guide** from the Art Office for a more comprehensive discussion of the art major.

AP Policy

Students cannot automatically receive credit to be put toward the major, or minor, or to waive prerequisites such as ARTS 105 and ARTS 109, no matter what their grade is on the AP exam. They can, however, present their portfolio to the Studio Director for assessment, and that portfolio may include work done for AP.

In tandem with the Davis Museum and Cultural Center, the Art Department offers numerous opportunities for students to expand their practical knowledge of the arts through special exhibitions, visiting artist lectures and workshops, work study positions and internships. In addition, Studio Art majors and minors are often asked to contribute some time towards running the Jewett Arts Center Student Galleries.

Seniors who have met the academic criteria and have demonstrated an ability to work well independently may submit a proposal to do a Senior Thesis project for Honors. If approved by the studio faculty, this year-long project culminates in a spring exhibition. A student must have completed all 100-level requirements (including ARTH 100 and 101) before she is eligible for thesis work. A student interested in doing a thesis should discuss her plans with a studio art advisor and consider taking advanced-level studio courses before her senior year.

History of Art/Studio Art Double Major. In the case of a double major in Art History and Studio Art, ARTH 100-101 will count in the Art History major. Students must also elect one additional course at the 200 or 300 level in both Art History and Studio Art for a total of eight (8) units of Art History and eight (8) units of Studio Art.

Teacher Certification. Students interested in obtaining certification to teach Art in the Commonwealth of Massachusetts should consult the Director of Studio Art and the Chair of the Department of Education.

Department of Astronomy

Professor: *Bauer, French^{A1}*

Associate Professor: *Benson (Chair)*

Assistant Professor: *McLeod*

Laboratory Instructor: *Hawkins*

The astronomy department offers six introductory courses geared to non-science majors: 101wL, 102, 103wL, 104, 105wL, and 106. These courses are all taught at a similar level; however, 101, 102, 103, and 104 fulfill the mathematical modeling and problem solving distribution requirement and 105 and 106 include less mathematical analysis. Students who elect to take both Introduction to the Solar System and Introduction to Stars, Galaxies, and Cosmology may do so in either order. Only one introductory course with laboratory may be elected. Astronomy 101wL and 102 are offered both semesters; 103wL and 104 (MM) are offered only in the first semester; 105wL and 106 (not MM) are offered only second semester.

Students who have scientific interests and/or are considering a major in astronomy should elect Astronomy 110.

All courses in the Astronomy Department (with the exception of 350, 360, 370) fulfill the Group C distribution requirement.

ASTR 101wL Introduction to Stars, Galaxies, and Cosmology with Laboratory

Staff

A survey of stars, galaxies, and cosmology. The life stories of stars will be examined, from birth in clouds of gas and dust, through placid middle age, to violent explosive demise, leaving white dwarfs, neutron stars, or black holes. We also will study galaxies, which contain billions of stars and are racing away from each other as part of the overall expansion of the universe. Finally, modern theories of the origin and ultimate fate of the universe will be explored, as well as the possibility of extraterrestrial communication. The course will stress the interaction of observations and the mathematical models developed from these data. Two periods of lecture and discussion weekly; weekly problem sets; laboratory one evening per week at the Observatory. This is a complementary course to 103/104, which is taught at the same level. Only one laboratory course may be elected at the 100 level.

Prerequisite: For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement or basic knowledge of high school algebra. Not open to students who have taken 102, 103, 105 or 110.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.0

ASTR 102 Introduction to Stars, Galaxies, and Cosmology

Staff

Identical to 101 except that it will not include the laboratory. Some observing and additional written work are required.

Prerequisite: For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement or basic knowledge of high school algebra. Not open to students who have taken 101 or 110.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.0

ASTR 103wL Introduction to the Solar System with Laboratory

Staff

A survey of the solar system: the Sun, planets and their satellites, comets, meteors and asteroids. Topics include ancient views of the cosmos, archaeoastronomy, and the development of modern views of the motions of the planets. Spacecraft exploration of the solar system has transformed our understanding of planets and their attendant moons. These recent observations will be used to examine the origin and evolution of the Sun and solar system. The course will stress the interaction of observations and the mathematical models developed from these data. Two periods of lecture and discussion weekly; weekly problem sets; laboratory one evening per week at the Observatory. This is a complementary course to 101/102; it is taught at the same level and can be taken without 101 or 102. Students desiring a less mathematical approach may elect 105wL or 106. Only one laboratory may be elected at the 100 level.

Prerequisite: For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement or basic knowledge of high school algebra. Not open to students who have taken 101, 104, 105, 106 or 110.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall

Unit: 1.0

ASTR 104 Introduction to the Solar System
Staff

Identical to 103 except that it will not include the laboratory. Some observing and additional written work are required.

Prerequisite: For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement or basic knowledge of high school algebra. Not open to students who have taken 103, 105, 106, or 110.

Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall **Unit:** 1.0

ASTR 105wL Planets and the Sun with Laboratory
Bauer

A survey of the solar system: the Sun, planets and their satellites, comets, meteors and asteroids. Topics include ancient views of the cosmos, archaeoastronomy, and the development of modern views of the motions of the planets. Spacecraft exploration of the solar system has transformed our understanding of planets and their attendant moons. These recent observations will be used to examine the origin and evolution of the Sun and solar system. Two periods of lecture and discussion weekly; some problem sets; laboratory one evening per week at the Observatory. This is a complementary course to 101/102, except it is taught with less mathematical modeling and problem solving and can be taken without 101 or 102. Students desiring a more mathematical approach may elect 103wL or 104. Only one laboratory may be elected at the 100 level.

Prerequisite: Not open to students who have taken 101, 103, 104, 106 or 110.
Distribution: Natural and Physical Science
Semester: Spring **Unit:** 1.0

ASTR 106 Planets and the Sun
Staff

Identical to 105 except that it will not include the laboratory. Some observing and additional written work are required.

Prerequisite: Not open to students who have taken 103, 104, 105, or 110.
Distribution: Natural and Physical Science
Semester: Spring **Unit:** 1.0

ASTR 110wL Fundamentals of Astronomy with Laboratory
McLeod

A survey of astronomy from the solar system through stars and galaxies to cosmology, with emphasis on the underlying physical principles. The treatment of all topics will be more analytical and more quantitative than that provided in the other 100-level courses. Two periods of lecture and discussion weekly. Laboratory one evening per week. Recommended for students intending to choose one of the sciences or mathematics as a major.

Prerequisite: For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement or basic knowledge of high school algebra. Not open to students who have already taken 101, 102, 103, 104, 105 or 106.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall **Unit:** 1.25

ASTR 206wL Basic Astronomical Techniques with Laboratory
Benson

This course covers aspects of observational astronomy including astrophotography, coordinate systems, the magnitude system, image processing and photometry, and applications of statistical analysis. Students will learn to use the automated 24" telescope with a modern CCD electronic camera. Computers will be used for data acquisition and analysis. The laboratory for this course will consist of projects which require unscheduled observations.

Prerequisite: One semester of astronomy at the 100 level, and familiarity with trigonometric functions and logarithms.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: Fall **Unit:** 1.0

ASTR 207 Basic Astronomical Techniques II
Bauer

This course is a continuation of 206. It will include spectroscopy, classification of stellar spectra, an introduction to stars with unusual spectra, measurement of radial velocities, and astrometry. This course will require unscheduled projects using the telescopes.

Prerequisite: 206
Distribution: Natural and Physical Science
Semester: Spring **Unit:** 1.0

ASTR 210 Astrophysics I

Staff

An understanding of the life story of stars is one of the triumphs of modern astrophysics, and involves nearly every branch of physics. This is an introductory course in stellar astrophysics, elucidating the physical principles of mechanics, electromagnetism, thermodynamics, quantum mechanics, and nuclear physics that all play a part in determining the nature of stars.

Prerequisite: One semester of Astronomy at the 100 level, and Physics 108, or by permission of the instructor.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall

Unit:1.0

ASTR 304 Stellar Atmospheres and Interiors

French

Study of the physics of stars, from their formation in the interstellar medium to their ultimate demise as white dwarfs, neutron stars, or black holes. The course will include an introduction to radiative transfer and the formation of continuous and line spectra in stellar atmospheres, as well as the nuclear physics of energy generation deep in the interior of stars. The course will emphasize the unifying physical principles behind modern stellar astrophysics, and it will include computer modeling of the spectra of stars and of stellar structure and evolution.

Prerequisite: 210 and Mathematics 205. Physics 202 is recommended.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring

Unit: 2.0

ASTR 307 Planetary Astronomy

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. Study of the properties of planetary atmospheres, surfaces and interiors with an emphasis on the underlying physical principles. Topics covered include celestial mechanics, atmospheric radiation, the origin and evolution of planetary systems, comparison of the terrestrial and giant planets, dynamics and equations of state of planetary interiors, and the physical properties of comets, asteroids, and planetary satellites. A required term project will involve quantitative analysis of modern ground-based or spacecraft solar system observations.

Prerequisite: 210 and Physics 108; permission of the instructor for interested students majoring in geology or physics.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: N/O. Offered in 1999–2000.

Unit: 1.0

ASTR 310 Astrophysics II

French

This course is a continuation of 210. It covers the application of physical principles to the interstellar medium, the kinematics and dynamics of stars and stellar systems, galactic structure, formation and evolution of galaxies, special and general relativity, Big Bang and inflationary models of the origin of the universe, and the large-scale structure and ultimate fate of the universe.

Prerequisite: 210 and Physics 108.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring. Not offered in 1999–2000. Unit: 1.0

ASTR 350 Research or Individual Study

Prerequisite: By permission of department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

ASTR 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

ASTR 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Related Courses

For Credit Toward the Major

MATH 205 Intermediate Calculus

PHYS 202 Modern Physics with Laboratory

Directions for Election

The following courses form the minimum major: Any one course at the 100 level; 206, 207, 210, 310; Mathematics 205; Physics 202; one more Grade III course in Astronomy plus an additional Grade III course in Astronomy or Physics. Students intending to major in astronomy are encouraged to begin physics as soon as possible. These students should try to take 110. Physics 219 is strongly recommended. In planning a major program, students should note that some of these courses have prerequisites in mathematics and/or physics. Additional courses for the major may be elected in the Departments of Physics, Mathematics, and Astronomy.

A substantial background in physics and mathematics is required for graduate study in Astronomy. A student planning to enter graduate school in astronomy should supplement the minimum major with Extradepartmental 216 and courses in physics, including Physics 306 and other Grade III work. Completion of the physics major is strongly encouraged.

A minor in astrophysics (5 units) consists of: (A) 1 unit at the 100 level and (B) 210 and 310 and (C) 2 additional 300 level units. A minor in observational astronomy (5 units) consists of: (A) 101 or 102 and 103 or 104 or 105 or 106 and (B) 206 and 207 and (C) 350.

See p. description of Whittin Observatory and its equipment.

Department of Biological Sciences

Professor: *Allen (Chair), Cameron, Coyne^A, Harris, Smith, Webb*

Visiting Professor: *Clapham*

Associate Professor: *Beltz, Berger-Sweeney, Blazar^{A1}, Buchholtz^{A2}, Moore, Peterman^A, Rodenhouse*

Assistant Professor: *Jones, Königer, Levey, Nastuk, O'Donnell*

Senior Instructor in Biological Sciences Laboratory: *Paul, Soltzberg*

Instructor in Biological Sciences Laboratory: *Hacopian, Helluy, Kuldell, Leavitt, Lenihan, Thomas*

Visiting Instructor: *Brown*

Unless otherwise noted, all courses meet for two periods of lecture each week. If indicated, there will also be one three-and-one-half hour laboratory session weekly. Seminars normally meet for one double period each week.

All courses in the Biology Department (with the exception of 350, 360, 370) fulfill the Group C distribution requirement.

BISC 106 Evolution

NOT OFFERED IN 1998-99. Historic and current ideas on the evidence for, and causes of, evolution; introduction to Mendelian and molecular genetics. Case studies include origin of life, endosymbiosis, human evolution, and the preservation of genetic diversity. Not to be counted toward the minimum major in Biological Sciences.

Prerequisite: None

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.0

BISC 107 Biotechnology

Smith

This course focuses on applications of recently developed biological techniques, including recombinant DNA, antibody techniques and reproductive technology. The social and ethical issues surrounding these techniques are also discussed. No prior knowledge of Biology is expected, as all necessary background information will be discussed. Two lectures weekly. Not to be counted toward the minimum major in Biological Sciences.

Prerequisite: None
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.0

BISC 108 Environmental Horticulture with Laboratory

Königer

Fundamentals of plant biology with special emphasis on cultivation, propagation and breeding, the effects of environmental and chemical factors on growth, and the methods of control of pests and diseases. Laboratory involves extensive work in the Greenhouses, as well as in the Alexandra Botanic Gardens and Hunnewell Arboretum. Not to be counted toward the minimum major in Biological Sciences.

Prerequisite: None
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 109 Human Biology with Laboratory

Nastuk, Soltzberg

The study of human anatomy and physiology, with a focus on nutrition, the nervous system, reproduction, embryology, circulation and respiration. Two lectures weekly with a weekly laboratory or data analysis session. Laboratories involve data collection using computers, physiological test equipment, limited animal dissection and a personal nutrition study.

Prerequisite: For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall Unit: 1.25

BISC 110 Introductory Cell Biology with Laboratory

Staff

Introduction to eukaryotic and prokaryotic cell structure, chemistry and function. Topics include: cell metabolism, genetics, cellular interactions and mechanisms of growth and differentiation. Laboratories focus on experimental approaches to these topics. Students should not take 110 and 111 simultaneously. Upper level students electing 110 for the fall semester should enroll in 110X.

Prerequisite: For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science
Semester: Fall, Spring Unit: 1.25

BISC 110X Introductory Cell Biology with Laboratory

Brown

One section of 110 will be taught for first-year students with exceptional high school backgrounds in biology and for upper level students who have taken another science course at Wellesley. A more in depth coverage of the topics typically covered in 110 will be possible because students entering this course will have some science experience. See Biological Sciences 110 for a description of topics.

Prerequisite: For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement and by passing a placement exam. Upper level students electing 110 for the fall semester should enroll in 110X.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 110Z Introductory Cell Biology with Laboratory

NOT OFFERED IN 1998–99. One section of 110 will be taught in conjunction with second semester chemistry, so first semester chemistry is a prerequisite and a more in depth coverage of cell biology will be possible. Students must enroll in both second semester chemistry and Biology 110Z simultaneously. Classes will be taught in a coordinated fashion and the material from both courses will be integrated. See Chemistry 111 and Biological Sciences 110 for course descriptions.

Prerequisite: First semester chemistry and Co-requisite second semester chemistry. In addition, for first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science
Semester: N/O Unit: 1.25

BISC 111 Introductory Organismal Biology with Laboratory

Staff

Introduction to central questions, concepts and methods of experimental analysis in selected areas of organismal biology. Topics include: evolution, ecological systems, and plant and animal structure and physiology. Students should not take 110 and 111 simultaneously.

Prerequisite: For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall, Spring Unit: 1.25

BISC 111X An Introduction to Modeling and Problem Solving in Organismal Biology

Harris

This course will focus on selected topics in organismal biology and use these as a basis for asking questions that can be approached by modeling and quantitative problem solving. Topics may include concepts in evolution, population dynamics and genetics, gas exchange in plants and animals, neural communication and behavior. The laboratory will be project oriented and will consist of three modules of four individual labs. These lab modules will be: 1) How populations grow and evolve, 2) Gas exchange in plants, 3) Neural communication and behavior in animals. This course is equivalent to BISC 111 with regard to both satisfying the requirements for the Biology major and as a prerequisite for other courses that require BISC 111.

Prerequisite: For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement. Open to all students except those who have taken BISC 111.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Spring Unit: 1.25

BISC 201 Ecology with Laboratory

Rodenhouse, Thomas

An introduction to the scientific study of interactions between organisms and their environments. Topics include limits of tolerance, population growth and regulation, species interactions, and the structure and function of biological communities. Emphasis is placed on experimental ecology and its uses in solving environmental problems. Local biological habitats including lakes, forests, marshes, bogs, tundra, and streams are studied during laboratory field trips.

Prerequisite: 111 or by permission of the instructor.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall Unit: 1.25

BISC 203 Comparative Physiology and Anatomy of Vertebrates with Laboratory

Cameron, Buchholtz

The functional anatomy of vertebrate animals, with an emphasis on comparisons between representative groups. The course will cover topics in thermoregulatory, osmoregulatory, reproductive, cardiovascular, respiratory, digestive, muscle

and ecological physiology. The laboratories will incorporate the study of preserved materials and physiological experiments.

Prerequisite: 109 or 111, or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall Unit: 1.25

BISC 206 Histology I: Microscopic Anatomy of Mammals with Laboratory

Smith, Hacopian

The structure and function of mammalian tissues, and their cells, using light microscopic, histochemical and electron microscopic techniques. Topics covered include the connective tissues, epithelia, nervous tissue, blood, lymphoid tissue and immunology, as well as others. Laboratory study includes direct experience with selected techniques.

Prerequisite: 110

Distribution: Natural and Physical Science

Semester: Fall Unit: 1.25

BISC 207 The Biology of Plants with Laboratory

Königer

An introduction to the plant kingdom with an emphasis on aspects of biology unique to plants. Topics will include plant diversity and evolution, reproduction and development, the control of growth, photosynthesis, structure and physiology of transport systems, interactions of plants with other organisms and the environment, and applications of genetic engineering to the study and improvement of plants. Laboratory sessions will focus on experimental approaches to the study of plants.

Prerequisite: 110 and 111.

Distribution: Natural and Physical Science

Semester: Fall Unit: 1.25

BISC 209 Microbiology with Laboratory

Allen, Leavitt, Brown

Introduction to the microbial world, with emphasis on bacteria, and viruses, using examples of how these microbes influence human activity. Both medical and non-medical applications, and useful (food production, genetic engineering) as well as harmful (disease, pollution) consequences, of microbes will be discussed along with consideration of biological principles and techniques characterizing the organisms.

Prerequisite: 110 and one unit of college chemistry.

Distribution: Natural and Physical Science

Semester: Spring Unit: 1.25

BISC 210 Marine Biology with Laboratory

Moore, Helluy

Oceans cover more than 70% of the earth's surface and are our planet's primary life support system. This course examines adaptations and interactions of plants, animals and their environments in marine habitats. Focal habitats include the open ocean photic zone, deep-sea, subtidal and intertidal zones, estuaries, and coral reefs. Emphasis is placed on the dominant organisms, food webs, and experimental studies conducted within each habitat.

Prerequisite: 111 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

BISC 213 The Biology of Brain and Behavior with Laboratory

Berger-Sweeney, Levey, Helluy

An introduction to the study of the relationship between the nervous system and behavior with particular emphasis on the structure and function of the nervous system. In the first half of the semester, basic neuroanatomy, neurochemistry and neurophysiology are covered. In the second half of the semester, brain mechanisms involved in behaviors such as sensation, language, addiction, memory and cognition are emphasized. The laboratory is designed to expose the student to basic neuroanatomy, neurochemistry and the neurophysiology of behavior.

Prerequisite: 110 and either 111 or 109.

Distribution: Epistemology and Cognition or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

BISC 216 Mechanisms of Animal Development with Laboratory: From Moths to Mice to Men

Beltz, Helluy

This course will explore animal orphogenesis beginning with the process of fertilization, and consider how so many cell types arise from a single cell. The mechanisms that determine cell fate as the multicellular embryo differentiates will be discussed. Topics will include: pattern formation, cell migrations, hormonal interactions, sex determination, cell polarity and cytoskeletal mechanisms, regeneration, and developmental errors and malformations. Laboratories will focus on experimental approaches to development.

Prerequisite: 110 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

BISC 217 Field Botany with Laboratory

NOT OFFERED IN 1998-99. Introduction to the New England flora in an ecological context: what, where and how many. First, we will cover the basics of plant taxonomy, with emphasis on locally important plant families. Then we will investigate the processes and interactions that determine which plants live where, and why species are abundant or rare. Topics will include life history strategies, competition, herbivory, pollination, seed dispersal, and plant conservation. Trips to local habitats to identify plants and experiments in plant ecology will comprise the labs. The collections of the Margaret C. Ferguson Greenhouses and the Hunnewell Arboretum will be used extensively in lecture and labs.

Prerequisite: 111

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.25

BISC 219 Molecular Genetics with Laboratory

Brown, Webb, Kuldell, Leniban

The course will be devoted to an understanding of the molecular and biochemical basis of genetics and the interactions between cells that provide the basis for tissue and organismal development. Topics will include: organization of the eukaryotic genome, gene structure and function, differential gene expression, cellular and tissue differentiation including aspects of both animal and plant development, and genetics of pattern formation. Laboratory experiments will expose students to the fundamentals of recombinant DNA methodology.

Prerequisite: 110 and one unit of college chemistry.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

BISC 220 Cellular Physiology with Laboratory

Harris, O'Donnell, Leavitt, Kuldell

This course will focus on structure/function relationships in eukaryotic cells. Topics will include: enzyme structure and kinetics, bioenergetics, protein-protein interactions, membrane and membrane bound organelle structure and function, cytoskeleton, transport mechanisms, cell communication and signaling.

Prerequisite: 110 and one unit of college chemistry.

Not open to first-year students.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

BISC 302 Animal Physiology with Laboratory
Cameron, Paul

The physiology of organ systems in animals, with emphasis on human physiology. The course will focus on recent findings in cardiovascular, respiratory, sensory, neural and muscle physiology. In the laboratory, students gain experience with the tools of modern physiological research at both the cellular and organismal levels.

Prerequisite: 110 and one of the following — 203, 206, 213, 220.
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 304 Histology II: Microscopic Anatomy of Mammalian Systems with Laboratory
Smith and Hacopian

Analysis of structure-function relationships of mammalian systems, based principally on microscopic techniques. Examination of structural changes caused by selected disease states in each system, as well as discussion of recent literature. Laboratory study includes tissue preparation for microscopy, as well as hands-on experience at the transmission electron microscope.

Prerequisite: 206
Distribution: Natural and Physical Science
Semester: Spring Unit: 1.25

BISC 305 Seminar. Evolution

Jones

Topic for 1998–99: “Microevolution and the Genetics of Populations.” Mechanisms of evolution within species. Molecular evolution, distribution and maintenance of genetic variation within and between populations, experimental studies and models of natural selection, heritability and selection of quantitative traits, and special emphasis on the evolution of infectious diseases.

Prerequisite: 111 and 219, or by permission of the instructor.
Distribution: Natural and Physical Science.
Semester: Spring Unit: 1.0

BISC 306 Principles of Neural Development with Laboratory

Beltz

Aspects of nervous system development and how they relate to the development of the organism as a whole. Topics such as axon guidance, programmed cell death, trophic factors, molecular bases of neural development, synaptogenesis, transmitter plasticity, and the development of

behavior will be discussed. Laboratory sessions will focus on a variety of methods used to define developing neural systems.

Prerequisite: 213 or 216, or by permission of the instructor.
Distribution: Epistemology and Cognition or Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 307 Advanced Topics in Ecology with Laboratory

NOT OFFERED IN 1998–99.

Prerequisite: 201 or 210 or by permission of the instructor.
Distribution: Mathematical Modeling or Natural and Physical Science
Semester: N/O Unit: 1.25

BISC 308 Tropical Ecology with Wintersession Laboratory

Moore

Ecology of rain forest animals and plants, coral reefs, and mangrove forests are examined. Lectures and discussions during the fall prepare students for the 18-day field laboratory taught in Belize and Costa Rica. The first half of the laboratory is based on an island bordering the world's second longest barrier reef; living and laboratory facilities for the second half of the course are in intact lowland rain forest. Laboratory work is carried out primarily out-of-doors and includes introductions to the flora and fauna, as well as field tests of student-generated hypotheses.

Prerequisite: 201 or 210 and permission of the instructor.
Distribution: Natural and Physical Science
Semester: Fall Unit: 1.25

BISC 312 Seminar. Endocrinology

Clapham

Topic for 1998–99: Signal Transduction in the Endocrine System. The cell is surrounded by a lipid moat which defends the soluble, organized and energy-requiring intracellular world from the surrounding chaos. The genome has devoted thousands of its 80,000 genes to specific receptors which span the cell membrane. Vision, smell, taste, neurotransmission, and numerous hormonal responses are mediated by these receptors. Each type is specifically activated by its unique intercellular messenger molecule such as opiate, acetylcholine, glutamate, γ -aminobutyric acid, epinephrine, dopamine, or histamine. A substantial fraction of the physician's armament to treat disease relies on binding and activating

or blocking these receptors. This course will cover how receptors initiate signal transduction cascades within cells to make cells respond in ways that benefit the whole organism.

Prerequisite: 110 and one of the following - 203, 206, 213, 216, 220.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

BISC 313 Microbial Physiology and Biochemistry with Laboratory

Allen, Leavitt

The study of the chemical activities (cellular growth and its physiological basis, metabolic patterns, biochemical and molecular genetics, and the relation of structure to function) of microorganisms as model processes in molecular terms. Emphasis on experimental approaches and current literature. In the laboratory, group experimental problems designed to allow the development of research techniques and analysis will be approached.

Prerequisite: 219 or 209 and CHEM 211, or by permission of the instructor. Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

BISC 314 Immunology with Laboratory

Blazar

This course will study the immune system of mammals with an emphasis on humans. Student participation and use of original literature will be emphasized. Topics will include the generation of the immune response, T and B cell antigen receptors, cellular interactions underlying immune reactions, cytokines and their regulatory effects, tolerance, host response to infectious agents, transplantation and tumors as well as malfunctions of the immune system, including allergy, autoimmunity and immunopathology. The laboratory will involve experiments to induce immunity in animals with subsequent evaluation of humoral and cell mediated immune responses.

Prerequisite: 219 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

BISC 315 The Neurobiology of Learning and Memory with Laboratory

Berger-Sweeney

This course is designed to provide an overview of current research regarding the neural substrates of learning and memory. During the first half of the semester, we will focus on mammalian ani-

mal models and human amnesia cases and investigations of the neuroanatomical regions and neurotransmitter systems thought to be involved in memory formation. During the second half of the semester, we will review the physiological and biochemical changes in the brain that accompany, and perhaps account for, learning and memory. In the accompanying laboratory, we will examine the effects of brain lesions on behavior, and neurochemistry in the rat.

Prerequisite: 213 or 302 or 306, or by permission of the instructor.

Distribution: Epistemology and Cognition or Natural and Physical Science

Semester: Spring

Unit: 1.25

BISC 316 Molecular Biology with Laboratory *Webb*

The practical applications of recombinant DNA techniques to the study of the control and organization of genes at the molecular level. The course will be centered around a laboratory project designed to provide experience with the methodologies used in molecular biology (e.g., molecular cloning, gene mapping, mutagenesis and expression, DNA sequencing, computer analysis of nucleic acid and protein structure and homology).

Prerequisite: 219 and permission of the instructor.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.25

BISC 317 Advanced Plant Cellular Biology with Laboratory

Harris

The cell biology and biochemistry of plant cells. An in-depth analysis of structure to function relationships in plant cells. Topics to be discussed include the biochemistry and photochemistry of photosynthesis, protein processing, the biological clock, signaling, and the physiology and molecular biology of programmed cell death. Student participation and use of original literature will be emphasized. The laboratory involves a semester long research project in plant cell biology that generally involves some of the following techniques: electrophoresis, measurements of photosynthetic CO₂ fixation, chlorophyll fluorescence analysis, Western and Northern blotting, pigment analysis, and fluorescence microscopy.

Prerequisite: 220 and CHEM 211.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

BISC 330 Seminar

Levey

Topic for 1998-1999: The Neurobiology of Disease. Our understanding of the cellular mechanisms underlying diseases of the nervous system have advanced significantly in recent years. This course will include consideration of historical perspectives as well as current progress in elucidating the biological basis of certain neurological diseases. Topics, covering the peripheral and central nervous system, will include: muscular dystrophy, spinal cord injury, Parkinson's disease, Huntington's disease, Alzheimer's dementia, and drug addiction. This course will emphasize critical reading and open discussion of the original literature.

Prerequisite: 213 or permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

BISC 331 Seminar

Nastuk

Topic for 1998-99: Cell-Cell Interactions in the Nervous System. Synaptic transmission is the paramount form of information exchange in the nervous system; however, many other cell-cell interactions are also critical to the functioning of the brain. In this course we will consider the cooperative roles of pre- and post synaptic neurons in defining formation, plasticity and signal transduction at synapses. We will then examine glial cells, the most numerous and perhaps most versatile cells in the nervous system. Further topics will include the blood-brain barrier, abnormalities in synaptic transmission, and cellular interactions following brain injury. The course will emphasize reading and discussion of primary literature.

Prerequisite: 213 or permission of the instructor.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

BISC 332 Advanced Topics in Psychobiology

NOT OFFERED IN 1998-99.

Prerequisite: 213 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: N/O

Unit: 1.0

BISC 350 Research or Individual Study

Prerequisite: Open by permission of instructor, ordinarily to students who have taken at least 4 units in biology.

Distribution: None

Semester: Fall, Spring

Unit 1.0

BISC 360 Senior Thesis Research

Prerequisite: By permission of the department. See

Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit 1.0

BISC 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit 1.0

Related Courses

Attention Called

CHEM 227 Introduction to Biochemistry without laboratory

CHEM 228 Biochemistry I: Structure and Function of Macromolecules with Laboratory

CHEM 328 Biochemistry II: Chemical Aspects of Metabolism with Laboratory

EXTD 124 Introduction to Marine Mammals

GEO 305 Paleontology with Laboratory

PHYS 103 Physics of Whales and Porpoises

PHYS 222 Medical Physics

Directions for Election

A major in Biological Sciences includes eight (8) biology courses, at least 6 of which must be taken at Wellesley, plus 2 units of college chemistry. BISC 110 and 111 or their equivalent are required for the major. In addition, four 200-level courses are required, and must include at least one course from each of the following three groups: (206, 219, 220-Cell Biology); (203, 207, 213, 216-Systems Biology); (201, 209, 210, 217-Community Biology). At least two 300-level courses are also required for the major. One of these courses, exclusive of 350, 360 or 370 work, must include laboratory. Additional chemistry beyond the two required units is strongly recommended or required for certain 300-level courses. Chemistry courses 227, 228, 328 and Biological Sciences 350, 360 and 370 do not count toward the minimum major.

BISC 106, 107, 108 and 109, which do not count toward the minimum major in Biological Sciences, do fulfill the College Group C distribution requirements; 108 and 109 as laboratory sciences; 106 and 107 as non-laboratory science courses. Independent summer study does not count toward the minimum major.

Within the major, students may design a program in general biology or one which emphasizes subjects dealing with animals, plants, or cellular/molecular mechanisms. A broad training in the various aspects of biology is recommended.

A minor in Biological Sciences (5 units) consists of: (A) two 100-level units and (B) two 200-level units and (C) one 300-level unit, excluding 350. Students planning a minor should consult the Chair.

Students interested in the interdepartmental major in Biological Chemistry are referred to the section of the Catalog where the program is described. They should consult with Ms. Wolfson, the Director of the Biological Chemistry program.

Students interested in the interdepartmental major in Psychobiology are referred to the section of the Catalog where the program is described. They should consult with Ms. Koff or Ms. Berger-Sweeney, the Co-Directors of the Psychobiology Program.

Students interested in an individual major in Environmental Sciences should consult Ms. Moore or Mr. Rodenhouse. Students interested in concentrating in community biology may wish to supplement and enrich their work at Wellesley by taking the Semester in Environmental Science (SES) offered each fall at the Ecosystems Center of the Marine Biological Laboratory, Woods Hole, MA. Students are referred to the Special Academic Programs section of the Catalog where this opportunity is described.

AP credit does not replace any course offered in the Department of Biological Sciences and does not count toward a major in Biological Sciences, Biological Chemistry or Psychobiology. Students

with an AP score of 4 or 5 or those with exceptional preparation that includes a strong laboratory experience should consider taking exemption exams for BISC 110 and/or BISC 111. 200-level courses assume the fulfillment of the Quantitative Reasoning basic skills requirement. Students should check with the Registrar's Office for designated times during which exemption exams are offered each semester. First-year students with 110 or 111 exemptions and wishing to enter upper level courses are advised to consult the Chair or the instructor in the course in which they wish to enroll.

In order to obtain Wellesley credit for any biology course taken at another institution during the summer or the academic year, approval must be obtained from the Chair of the Department prior to enrolling in the course. Once the student has enrolled at Wellesley, courses from two-year colleges will not be accepted at any level. Transfer students wishing to obtain credit for biology courses taken prior to enrollment at Wellesley should consult the Chair of the Department.

Students planning graduate work are advised to take calculus, statistics, organic chemistry, two units of physics, and to acquire a working knowledge of computers and a reading knowledge of a second language. They should consult the catalogs of the schools of their choice for specific requirements. Premedical students are referred to the requirements given in the Academic Program section. Majors interested in biochemistry are encouraged to consider CHEM 227.

Students interested in an interdepartmental major (and minor, if applicable) in Biochemistry, are referred to the section of the catalog where Interdepartmental Programs are described.

Department of Chemistry

Professor: Loebelin, Hicks, Kolodny, Coleman, Hearn (Chair), Merritt

Associate Professor: Haines, Fuller-Stanley, Wolfson, Arumainayagam

Assistant Professor: Reisberg, Verschoor, Miwa, Ohline

Instructor: Veale

Laboratory Instructor: Turnbull, Doe, Varco-Shea, Hall, Shawcross, Ebersole, McCarthy

Unless otherwise noted, all courses meet for two periods of lecture, one 50-minute discussion period and one three-and-one-half hour laboratory appointment weekly. Chemistry 101, 227, 306 and the selected topics courses will generally be taught without laboratory, but may include laboratory for some topics.

The Chemistry Department reviews elections of introductory chemistry students and places them in 110, 111 or 120 according to their previous preparation and entrance examination scores. Students wishing to enter Chemistry 211 based on an Advanced Placement score must present a laboratory notebook or other evidence of prior laboratory work to the Department Chair.

Ordinarily, students who have taken one year of high school chemistry should elect Chemistry 110 followed by Chemistry 111. Chemistry 120 replaces 110 and 111 for some students with more than one year of high school chemistry.

All courses in the Chemistry Department (with the exception of 250, 350, 350H, 360, 370) fulfill the Group C distribution requirement.

CHEM 101 Contemporary Problems in Chemistry

Reisberg

Topic for 1998–99: Understanding Drugs. A study of a broad variety of drugs, both legal and illegal, including folk cures. Topics to be considered will include: caffeine, nicotine, lithium, steroids, RU486, vitamins, beta-blockers and clot busters, plus any others of interest to students. The focus will be on how each molecule functions based on an understanding of its biochemistry. The discovery, development, and testing of drugs will also be considered.

Prerequisite: Open to all students except those who have taken any Grade I Chemistry course.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

CHEM 102 Contemporary Problems in Chemistry with Laboratory

Reisberg

Topic for 1998–99: Understanding Drugs. A study of a broad variety of drugs, both legal and illegal, including folk cures. Topics to be considered will include: caffeine, nicotine, lithium, steroids, RU486, vitamins, beta-blockers and clot busters, plus any others of interest to students. The focus will be on how each molecule functions based on an understanding of its biochemistry. The discovery, development, and testing of drugs will also be considered.

Prerequisite: Open to all students except those who have taken any Grade I Chemistry course.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

CHEM 110 Introductory Chemistry I with Laboratory

Staff

Topics covered in this first semester of Introductory Chemistry include stoichiometry, light and matter, an introduction to atomic and molecular structure, the structures of solids and large molecules, intermolecular interactions, properties of gases, kinetics, an introduction to chemical equilibrium, and chemical thermodynamics. The laboratory introduces students to the fundamentals of statistical analysis, periodic properties, molecular modeling, and various quantitative methods of analysis.

Prerequisite: 110 is designed for students who have completed one year of high school chemistry and mathematics equivalent to two years of algebra.

Students who do not meet these prerequisites and who wish to take 110 should contact the Department Chair.

For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring

Unit: 1.25

CHEM 111 Introductory Chemistry II with Laboratory

Staff

A continuation of Chemistry 110 that builds upon the principles developed in that course. Topics include the quantum nature of matter, the orbital model of atomic structure, chemical periodicity, orbital models of chemical bonding, properties of solutions, acid/base chemistry, solubility and complexation, transition metal chemistry, and nuclear chemistry. The laboratory includes additional experience with instrumental

and non-instrumental methods of analysis, sampling, computational chemistry, and solution equilibria.

Prerequisites: 110 (or 114) and for first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Spring Units: 1.25

CHEM 111/WRIT 125 with Laboratory

Merritt

This second semester introductory course will be organized around topics illustrating particular aspects of chemistry and applications of chemistry in other sciences and the broader society. The chemical concepts in this course will include the properties of solutions, chemical equilibrium, kinetics, acids and bases, thermodynamics, electrochemistry. The writing assignments in the course will be chosen both to teach the chemical concepts and to define, illustrate, and practice the several forms of science writing. In addition to the chemistry text, readings will be drawn from the technical reports constituting "the scientific literature," publications for the general public such as *Scientific American*, news stories in the popular press, and science fiction. Three periods of lecture, one 50-minute discussion and one three and one-half hour laboratory meeting weekly.

Prerequisites: 110 (or 114) and for first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Spring Units: 1.25

CHEM 115 Introductory Chemistry II with Laboratory

Staff

Properties of solutions, chemical equilibrium, kinetics, acids and bases, thermodynamics and electrochemistry. Offered for the last time in Fall 1998.

Prerequisite: 114 and, for first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement. Not open to students who have taken 114E.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall Units: 1.25

CHEM 120 Intensive Introductory Chemistry with Laboratory

Coleman

Chemistry 120 is a one-semester alternative to 110 and 111 for students who have completed more than one year of high school chemistry. Topics include a review of stoichiometry, atomic and molecular structure, periodicity, kinetics, thermodynamics, equilibrium, acid/base chemistry, solubility and complexation equilibria, electrochemistry, environmental chemistry, solid-state chemistry, transition metal complexes and nuclear chemistry. The laboratory includes an introduction to the statistical analysis of data, molecular modeling and computational chemistry, instrumental and non-instrumental methods of analysis, periodic properties, solid-state structural chemistry, thermochemistry, and solution equilibria.

Prerequisite: Open only to students who have taken more than one year of high school chemistry and for first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement. Not open to students who have completed any Grade I chemistry course.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall Units: 1.25

CHEM 211 Organic Chemistry I with Laboratory

Staff

Stereochemistry, synthesis and reactions of hydrocarbons, alkyl halides, alcohols and ethers.

Prerequisite: 115, 115E, 115Z, 111 or 120 or by permission of the department.

Distribution: Natural and Physical Science
Semester: Fall, Spring Unit: 1.25

CHEM 227 Introduction to Biochemistry

Reisberg

A comprehensive overview of the structure of macromolecules, bioenergetics and metabolism. No laboratory. Three periods of lecture per week.

Prerequisite: 211. This course cannot be counted toward a minimum major in Chemistry, except as provided under Directions for Election for the Class of 2001 and beyond.

Distribution: Natural and Physical Science
Semester: Spring Unit: 1.0

CHEM 228 Biochemistry I: Structure and Function of Macromolecules with Laboratory
Wolfson

A study of the chemistry of nucleic acids and proteins with emphasis on structure - function relations and methodology; an introduction to enzyme kinetics and mechanisms. For Biological Chemistry majors, BISC 220 should normally be taken before CHEM 228. Students with no coursework in college-level biology should consult with the instructor.

Prerequisite: 211 and BISC 220, or 211 and 313.

Distribution: Natural and Physical Science

Semester: Fall Unit: 1.25

CHEM 231 Physical Chemistry I with Laboratory*Obline*

This course establishes and develops the principles that are used to explain and interpret the observations made in other branches of chemistry. Two major topics, chemical thermodynamics and kinetics are introduced. Properties of solutions and gases are examined using these principles. Applications to other areas of chemistry will be discussed. The laboratory segment of the course incorporates statistical analysis of measured data.

Prerequisite: 115, 115E, 115Z, 111 or 120, or by permission of the department, and MATH 116, 116Z, or 120 and PHYS 107. MATH 205 is strongly recommended.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall Unit: 1.25

CHEM 232 Physical Chemistry for the Life Sciences with Laboratory*Obline*

This course establishes and develops the principles that are used to explain and interpret the observations made in biochemistry. Two major topics, chemical thermodynamics and kinetics are introduced. Properties of solutions and biochemical systems are examined using these physical chemical principles. The laboratory segment of the course incorporates statistical analysis of measured data.

Prerequisite: 115, 115E, 115Z, 111 or 120, or by permission of the department, and MATH 116, 116Z, or 120 and PHYS 104 or 107. MATH 205 is strongly recommended.

Distribution: Natural and Physical Science or Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Spring Unit: 1.25

CHEM 250 Research or Individual Study

Prerequisite: Open by permission to students who have taken 115, 115E, 115Z, 111 or 120. This course cannot be counted toward a minimum major in Chemistry.

Distribution: None

Semester: Fall, Spring Unit: 1.0

CHEM 306 Seminar*Staff*

Prerequisite: Open to all students regardless of major who have completed two units of chemistry beyond the Grade I level and who have permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall Unit: 1.0

CHEM 313 Organic Chemistry II with Laboratory*Staff*

A continuation of 211. Includes spectroscopy, chemical literature, synthesis, reactions of aromatic and carbonyl compounds, amines, and carbohydrates.

Prerequisite: 211

Distribution: Natural and Physical Science

Semester: Fall, Spring Unit: 1.25

CHEM 319 Selected Topics in Organic Chemistry**NOT OFFERED IN 1998-99.**

Prerequisite: 313

Distribution: Natural and Physical Science

Semester: N/O Unit: 1.0

CHEM 328 Biochemistry II: Chemical Aspects of Metabolism with Laboratory*Hicks*

An examination of reaction mechanisms, mechanisms of enzyme and coenzyme action; structures and metabolism of carbohydrates and lipids.

Prerequisite: 228

Distribution: Natural and Physical Science

Semester: Spring Unit: 1.25

CHEM 329 Selected Topics in Biochemistry**NOT OFFERED IN 1998-99.**

Prerequisite: One semester of Biochemistry and permission of the instructor.

Distribution: Natural and Physical Science

Semester: N/O Unit: 1.0

CHEM 333 Physical Chemistry II with Laboratory*Arumainayagam*

Quantum chemistry and spectroscopy; structure of solids. Introduction to computational chemistry.

Prerequisite: 231, PHYS 108 and MATH 205. EXT D 216 is strongly recommended.

Distribution: Natural and Physical Science or Mathematical Modeling

Semester: Spring Unit: 1.25

CHEM 339 Selected Topics in Physical Chemistry*Coleman*

Prerequisite: 333 or permission of the instructor

Distribution: Natural and Physical Science

Semester: Fall Unit: 1.0

CHEM 341 Inorganic Chemistry with Laboratory*Coleman*

Review of atomic structure, multielectron atoms, the periodic table and periodicity, chemical applications of group theory, molecular orbital theory, the chemistry of ionic compounds, generalized acid/base theories, transition metal complexes, organometallic chemistry, catalysis, bioinorganic chemistry. The laboratory introduces a variety of experimental methods used in inorganic synthesis including non-aqueous solvent, high temperature, inert atmosphere and vacuum techniques as well as techniques in computational chemistry and spectroscopic methods of characterization. Not open to those who have taken 241.

Prerequisites: 313

Pre- or Corequisite: 333

Distribution: Natural and Physical Science

Semester: Spring Units: 1.25

CHEM 349 Selected Topics in Inorganic Chemistry

NOT OFFERED IN 1998-99.

Prerequisite: None

Distribution: Natural and Physical Science

Semester: N/O Unit: 1.0

CHEM 350 Research or Individual Study

Prerequisite: Open by permission to students who have taken at least two units in chemistry above the Grade I level.

Distribution: None

Semester: Fall, Spring Unit: 1.0

CHEM 350H Research or Individual Study

Prerequisite: Open by permission to students who have taken at least two units in chemistry above the Grade I level.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

CHEM 360 Senior Thesis Research

Prerequisite: By permission of department. Students in 360 and 370 will be expected to participate regularly in the departmental honors seminar. The seminar provides a forum for students conducting independent research to present their work to fellow students and faculty. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

CHEM 361 Analytical Chemistry with Laboratory*Merritt*

Classical and instrumental methods of quantitative analysis, analytical separations, and statistical treatment of data. Topics will include electrochemical, spectroscopic, and chromatographic chemical analysis with emphasis on instrument design and function and method development. The coursework emphasizes the practical applications of chemistry to environmental and industrial problems and includes a project in art conservation. Not open to those who have taken 261.

Prerequisites: 211 and either 231 or 232 or permission of the instructor.

Distribution: Natural and Physical Science. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall

Unit: 1.25

CHEM 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Directions for Election

Any student who plans to take chemistry beyond 111, 115 or 120 should consult one or more members of the Chemistry Department faculty. The Department Handbook, available at the department office, Science Center 147, contains specific suggestions about programs and deals with a variety of topics including preparation in mathematics and physics, graduate programs and careers of former majors.

A major in chemistry includes: 110 and 111 [114 and 115 or 115Z, 114E and 115E] or 120; 211, 231, 313, and 333; two of the three courses 228, 341 [241] or 361 [261]; either (option 1) two additional units of chemistry at the 200 or 300 level, at least one of which must include laboratory or (option 2) one additional unit of chem-

istry at the 200 or 300 level and a 200 level unit of Physics with laboratory (excluding 219). Independent study courses (250, 350, 360 and 370) may be counted as one of the additional requirements in option 1 and as the additional chemistry requirement in option 2. An independent study course which is predominantly a reading course cannot be used to satisfy the laboratory requirement of option 1. Mathematics 205 and Physics 108 are required.

For those in the Class of 2001 and beyond, a major in chemistry includes: 110 and 111, [114 and 115 or 115Z, 114E and 115E] or 120; 211; 227 or 228; 231; 313; 333; 341; 361 and one additional course in chemistry at the 300 level (which must include a laboratory if 227 is chosen). Mathematics 205 and Physics 108 are required.

It is strongly recommended that all required 200 level courses be completed by the end of junior year. In addition, Mathematics 205 and Physics 108 are required. The mathematics and physics courses may be counted toward a minor in those departments. Early completion of the Physics requirement is encouraged. (Students who present physics for admission are encouraged to elect Physics 107 instead of 104. Students who begin Mathematics at 115 or 116 are encouraged to enroll in 116Z.)

Students planning graduate work in chemistry or closely allied fields should strongly consider additional mathematics and physics courses. Extra-departmental 216 (Mathematics for the Physical Sciences) is particularly appropriate for students with interest in physical or inorganic chemistry.

Students interested in the interdepartmental major in Biological Chemistry are referred to the section of the Catalog where that major is described. They should also consult with the Director of the Biological Chemistry program.

All students majoring in chemistry are urged to develop proficiency in the use of computer languages.

A minor in chemistry (5 units for 120 option, 6 units for 114/115 option) consists of: 110/111 [114/115(115Z), 114E/115E] or 120; 211 and 231 or 232; a choice of 228, 341 [241] or 361 [261]; 1 additional 200 or 300 level unit, excluding 350. The mathematics and physics prerequisites for 231 or 232 must also be satisfied.

For those in the Class of 2001 and beyond, a minor in chemistry includes: 110 and 111 [114/115(115Z), 114E/115E] or 120; 211; 231 or 232; a choice of 228 or 341 or 361; 1 additional 200 or 300 level unit, excluding 350. The mathematics and physics prerequisites for 231 or 232 must also be satisfied. Normally no more

than 1 unit in chemistry from another institution may be counted toward the minor.

The American Chemical Society has established a set of requirements in various areas which it considers essential for the training of chemists. Students wishing to meet the standard of an accredited chemist as defined by this society should consult the Chair of the Department of Chemistry.

Students interested in an interdepartmental major (and minor, if applicable) in Biochemistry, are referred to the section of the catalog where Interdepartmental Programs are described.

Teacher Certification

Students interested in obtaining certification to teach chemistry in the Commonwealth of Massachusetts should consult the Chair of the Education Department.

Placement and Exemption Examinations

For exemption and placement into the next higher course, students will be expected to submit laboratory notebooks, reports or other evidence of laboratory experience following successful completion of the exemption exam. A student who has scored well (4 or 5) on the Advanced Placement examination usually takes 120 or goes directly into Organic Chemistry 211. If she chooses to start in Organic Chemistry, she should confer with an organic instructor before the course begins. If an AP student with a score of 4 or 5 completed Chemistry 120 or Chemistry 110/11, she will receive the appropriate introductory chemistry credit but will receive no AP credit.

Credit for Courses Taken At Other Institutions

In order to obtain Wellesley credit for any chemistry course taken at another institution during the summer or the academic year, approval must be obtained from the Chair of the Department prior to enrolling in the course. In general, courses from two-year colleges will not be accepted at any level. 300-level credit will not be approved for the second semester of organic chemistry taken at any other institution. These restrictions normally apply only to courses taken after enrollment at Wellesley. Transfer students wishing to obtain credit for chemistry courses taken prior to enrollment at Wellesley should consult the Chair of the Department.

Withdrawal From Courses With Laboratory

Students who withdraw from a course which includes laboratory, and then elect that course in another semester, must complete both the lecture and laboratory portions of the course the second time.

Department of Chinese

Professor: Ma^A

Associate Professor: Lam (Chair)

Assistant Professor: Mou

Visiting Assistant Professor: Bai

Instructor: Huss

Language Instructor: Chen, Zhao

All courses in the Chinese Department (with the exception of 250, 250H, 350, 350H, 360, 370) fulfill the Group A distribution requirement.

CHIN 1101-102 Beginning Chinese

Mou, Chen

Introduction to pinyin romanization, standard pronunciation, basic grammar and the development of reading skills of simple texts and character writing. Computer program for pronunciation and grammar will be used extensively. *Four 70-minute classes plus one 30-minute small group session. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None. Open to students with no background or no previous Chinese language training.

Distribution: None

Semester: Fall, Spring

Unit: 1.25

CHIN 103-104 Advanced Beginning Chinese

Zhao, Bai, Huss

Introduction to pinyin romanization, standard pronunciation, basic grammar and the development of reading skills of simple texts and character writing. Computer program for pronunciation and grammar will be used extensively. *Four 70-minute classes plus one 30-minute small group session. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Section (A) open to students who can speak some Chinese: Mandarin or other Chinese dialect. Section (B) open to students who have some knowledge about reading and writing Chinese characters.

Distribution: None

Semester: Fall, Spring

Unit: 1.25

CHIN 106 Chinese Literature Through the Song Dynasty

Mou

Chinese literature from antiquity through the Song Dynasty. Various aspects of the classical tradition will be examined: important philosophical trends (Confucianism, Taoism, and Buddhism) and their impact on literature, main genres of Chinese poetry, the evolution of philosophical and historical prose, and the rise of vernacular writings. *Two 70-minute periods. Course taught in English.*

Prerequisite: None

Distribution: Historical Studies or Language and Literature

Semester: Fall

Unit: 1.0

CHIN 107 Chinese Literature After the Song Dynasty

Huss

This course covers major developments in Chinese literature from the beginning of the Yuan Dynasty up to today. In our work on late Imperial China, we will focus on dramas from the Yuan, short stories and verse from the Ming, and a novel from the Qing. In the second half of the course (focusing on writing from contemporary Taiwan, Hong Kong, and the People's Republic of China), we will examine how modern writers forge new links with classical culture. *Course taught in English.*

Prerequisite: None

Distribution: Historical Studies or Language and Literature

Semester: Spring

Unit: 1.0

CHIN 201-202 Intermediate Chinese

Lam and Chen

Further training in listening comprehension and oral expression form the course in second-year Chinese. Continued work on the Chinese writing system, emphasizing the acquisition of an acceptable expository style. *Four 70-minute classes plus one 30 minute small group session. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.25

CHIN 203-204 Advanced Intermediate Chinese**Zhao**

Further training in listening comprehension and oral expression form the course in second-year Chinese. Continued work on the Chinese writing system, emphasizing the acquisition of an acceptable expository style. *Sections will meet for four 70-minute classes plus one 30 minute small group session. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 103-104 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall, Spring Unit: 1.25

CHIN 213 Diverse Cultures of China

NOT OFFERED IN 1998-99. A study of the cultural issues pertaining to the minority people of China, using lectures and films to examine their lives in the past and the present. This course emphasizes cultural exchanges between the minorities and the Han Chinese throughout history. *Course taught in English.*

Prerequisite: None

Distribution: Historical Studies

Semester: N/O Unit: 1.0

CHIN 243 Chinese Cinema**Huss**

Contemporary film from Hong Kong, Taiwan and the People's Republic of China. This course investigates the history of the Chinese film industry; the issue of cultural hegemony (the power Hollywood is thought to exert over film industries of the "Third World"); cinematic constructions of Chinese gender, family, nationhood and individuality; and applications of contemporary Western film theory. *Course taught in English.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Fall Unit: 1.0

CHIN 250 Research or Individual Study

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring Unit: 1.0

CHIN 250H Research or Individual Study

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring Unit: 0.5

CHIN 301 Advanced Chinese I**Huss**

This course is designed to further expand students' comprehension, speaking, reading and writing skills. Reading materials will be selected from newspapers, short stories, essays, and films. *Three 70-minute classes conducted in Chinese.*

Prerequisite: 201-202 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall Unit: 1.0

CHIN 302 Advanced Chinese II**Bai**

Advanced language skills are further developed through contact with diverse writings in modern Chinese. Reading materials will be selected from Chinese newspapers, modern drama and screenplays. Audio and video tapes of films will be used as study aids. *Three 70-minute classes conducted in Chinese.*

Prerequisite: 301 or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring Unit: 1.0

CHIN 303H Advanced Chinese Conversation**Lam**

This course is designed for students who wish to refine their proficiency in Chinese, enhancing it with specialized functional terminology and modes of expression for specific contexts and situations. The emphasis is placed on listening comprehension and speaking, and no written assignment is required. Course material will be taken from daily news strips from the Internet, Chinese programs from the TV China Channel and video films. *This course will be offered in two consecutive sections in one semester. Students can either take one section for 0.5 unit or both sections for one full unit.*

Prerequisite: By permission of the instructor.

Distribution: Language and Literature

Semester: Spring Unit: 0.5 per section

CHIN 306 Advanced Reading in 20th-Century Culture**Bai**

A course designed for higher level students who wish to refine their proficiency in Chinese. A wide-ranging introduction to texts written by contemporary scholars and writers. *Three 70-minute periods.*

Prerequisite: 203-204, 302 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall Unit: 1.0

CHIN 307 Advanced Readings in Contemporary Issues

NOT OFFERED IN 1998–99. A selection of texts ranging from the May Fourth Period to 1949, the eve of the founding of People's Republic of China. *Three 70-minute periods.*

Prerequisite: 306 or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

CHIN 310 Reading and Writing Chinese for Practicality

NOT OFFERED IN 1998–99. This course emphasizes the practical use of literary Chinese. Students are expected to read and discuss in Chinese a variety of authentic material, ranging from the Confucian canon to expository writings in the modern literary style. Part of the course material will be taken from the Internet, and instruction on composing Chinese articles, using Chinese software, will be incorporated in the course work. *Three 70-minute classes.*

Prerequisite: 301, 302, 306, or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

CHIN 316 20th-Century Literature

Bai

The main objective is to further develop students' speaking, reading and writing skills, using 20th-century literary works as its basis. Students will be asked to familiarize themselves with the literary trends in the 20th century and to pay attention to close reading of literacy texts. *Three 70-minute classes. Course taught in Chinese/English.*

Prerequisite: 302, 306, 307, 310 or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

CHIN 330 Women in Chinese Literature

Mou

This course surveys over three thousand years of Chinese literature, examining how certain notions and paradigms about Chinese womanhood are developed, molded, adopted, and perpetuated by both male and female writers. Topics will include the chaste woman tradition, gender ventriloquism (particularly male versifying from a female point of view), the lyrics of Li

Qingzhao, and other popular images of women in traditional fiction and drama. *Two 70-minute classes. Taught in English.*

Prerequisite: Open to students who have taken 106 or 107 or by permission of the instructor. A background in feminist literary theory and/or women's writing is helpful but not required.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

CHIN 340 Topics in Chinese Literature

NOT OFFERED IN 1998–99. A course of variable content focusing on different themes. *Course taught in English. This course may be repeated once due to its changing content.*

Prerequisite: Open to students who have taken Chinese 106 or 107, or by permission of instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

CHIN 350 Research or Individual Study

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

CHIN 350H Research or Individual Study

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

CHIN 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

CHIN 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Directions for Election

The goal of the Chinese major is to provide students with a solid foundation in the disciplines of Chinese language and literature through intensive language training and broad exposure to Chinese literary and cultural traditions through literature/culture courses taught in both English and Chinese. Students are strongly encouraged to begin their Chinese language study during their first year at Wellesley. Students with a Chinese language background must take a placement test to determine their proper courses. In addition, the Chinese Department strongly recommends that all majors spend a summer and/or a semester of their junior year studying Mandarin at an approved program in China, Taiwan, or Hong Kong.

The Chinese major consists of a minimum of 10 courses. The following three sets of guidelines for the Chinese major have been devised in order to meet the needs of students who come to Wellesley with differing Chinese language backgrounds.

A. Students beginning their Chinese language study at Wellesley in 101-102, 103-104 or 201-202 shall complete the 10-course Chinese major as follows: (1) Five language courses from among 101-102* or 103-104*; 201-202* or 203-204*; 301; (2) 302; 306; (3) 310 or 316; (4) 106 and 107 (taught in English); (5) one additional literature/culture course from among 213, 243, 244, 330, 340 (340 may be repeated once for credit). *At least one of these courses must be at the 300-level.*

B. Students beginning their Chinese language study at Wellesley in 203-204 shall complete the 10-course Chinese major as follows: (1) Three language courses consisting of 203-204* and 306; (2) 310 and 316; (3) 106 and 107 (taught in English); (4) three additional literature/culture courses taught in English from among 213, 243, 244, 330, 340 (340 may be repeated once for credit). *At least one of these courses must be at the 300-level.*

C. Majors beginning their Chinese language study at Wellesley in third-year Chinese shall complete the 10-course Chinese major as follows: (1) Two language courses from among 301, 302, 306; (2) 310 or 316; (3) 106 and 107 (taught in English); (4) five additional literature/culture courses from among 213, 243, 244, 316, 330, 340 (340 may be repeated once for credit). *At least two of these courses must be at the 300 level.*

Students interested in an interdepartmental major (and minor, if applicable) in Chinese Studies, are referred to the section of the catalog where Interdepartmental Programs are described.

*Counts for two courses.

CERTIFICATE PROGRAM

Students interested in seeking certification in teaching Chinese should see the Education Department early in their college career.

STUDY ABROAD

A maximum of three courses taken abroad may be counted toward the Chinese major. Students should note that more credit may be counted toward the Wellesley degree. In order to obtain credit for study abroad, students must obtain prior consent from the Registrar's Office and the Chinese Department chair and must pass a placement test administered by the Chinese Department upon return to Wellesley. In addition, it is essential that proof of course content and performance in the form of syllabi, written work, examinations and grades be presented to the Chinese Department chair.

Department of Classical Studies

Professor: *Lefkowitz (Chair), Marvin, Starr*

Associate Professor: *Rogers, Dougherty^A*

Instructor: *Reay*

Senior Lecturer: *Colaizzi*

The Department offers four closely related major programs: Greek, Latin, Classical Civilization, and Classical and Near Eastern Archaeology. Majors in Greek and Latin are based entirely on courses in the original languages. The programs in Classical Civilization and Classical and Near Eastern Archaeology are interdisciplinary, and ordinarily require additional course work in related departments.

Courses in Greek and Latin are conducted in English and encourage close analysis of the ancient texts, with emphasis on their literary and historical values.

The department reserves the right to place a new student in the course for which she seems best prepared regardless of the number of units she has offered for admission.

Qualified students are encouraged to spend a semester, usually in the junior year, at the Intercollegiate Center for Classical Studies in Rome. For further information about this program, see Directions for Election.

Courses in the Department of Classical Studies, with the exception of 250, 250H, 350, 350H, 360 and 370, fulfill the Group A and Group B distribution requirements as indicated.

An Interdepartmental Major in Classical Civilization

Director: *Lefkowitz (Classical Studies)*

The major in Classical Civilization offers the opportunity to explore the ancient world through an integrated, cohesive program of courses worked out by the student and her advisor. Individual programs are tailored to meet students' specific interests, such as Classical Literature, Ancient Theater, Ancient Philosophy and Political Theory, Ancient Religion, and the Classical Tradition. A brochure listing suggested courses for these and other options is available in the Department of Classical Studies. All students majoring in Classical Civilization ordinarily take four units in one of the ancient languages. Students are strongly encouraged to elect at least one course involving the material culture of the ancient world. Interested students are encouraged to consult the Chair early in order to choose an advisor and plan the best program of study.

CLCV 102 Uncovering the Ancient World: An Introduction to the Worlds of Greece and Rome

Starr

Instead of excavating an entire site, archaeologists often start by digging exploratory trenches, an approach this course will take to exploring both what we know about Greece and Rome and, as important, how we know what we know. Through specific investigative projects, we'll explore major topics in the ancient world, such as Homeric Greece, culture and empire in the Athens of Pericles, the founding of Rome, and the interplay of cultures in the Roman empire. Neither purely a history course nor strictly a literary survey, we'll probe the various kinds of evidence we have, including literature, art, architecture, religious artifacts, historical documents, and legal cases, and discuss the advantages and disadvantages each type of evidence presents.

Prerequisite: None

Distribution: Historical Studies or Language and Literature/A

Semester: Spring

Unit: 1.0

CLCV 104 Classical Mythology

Lefkowitz

The religious origins of myth; its treatment in ancient literature; its role as perhaps the most influential legacy of Greek and Roman civiliza-

tions. The narrative patterns of ancient myths that continue to determine how male and female lives are described and portrayed in modern literature. Reading from ancient sources in English translation.

Prerequisite: None

Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy/A

Semester: Fall

Unit: 1.0

CLCV 111 Comedy: Old, New, and Ever Since

Colaizzi

The comic plays of Greece and Rome are the ancestors of sitcom and soap opera, stage show and screenplay. Aristophanes offered fantasy, political satire, and fierce social commentary. Menander, Plautus, and Terence all feature domestic intrigues, ridiculous dilemmas, and stock characters. We will read and view some of their plays along with such works as Udall's *Ralph Roister Doister*, Shakespeare's *Comedy of Errors*, Oscar Wilde's *The Importance of Being Earnest*, Marx Brothers movies, Monty Python skits, and *A Funny Thing Happened on the Way to the Forum*. Open to first-year students only. Includes a third meeting.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature/A

Semester: Fall

Unit: 1.0

CLCV 116 Greek and Latin Roots in English Vocabulary

Colaizzi

Virtually all abstract, technical, and scientific terms in English are formed from Greek and Latin words. We will discover the root meanings of these words and how they work in combination, and discuss why these words have been used in preference to words from Anglo-Saxon roots. We will also consider how new technical terms can be developed from existing Greek and Latin vocabulary.

Prerequisite: None

Distribution: Language and Literature/A

Semester: Spring

Unit: 0.5

CLCV 210/310 Greek Drama in Translation

Dougherty

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. Reading in English translation, of tragedies by Aeschylus, Sophocles, and Euripides. Focus on the plays in their social, ritual, and political contexts; special attention to

issues of performance; comparison with contemporary drama and film.

Prerequisite: 210 open to all students; 310 by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature/A

Semester: N/O. Offered in 1999-2000.

Unit: 1.0

CLCV 211/311: Epic and Empire

Reay

Alexander the Great is said to have slept with two things under his pillow: a dagger and a copy of Homer's *Iliad*. Julius Caesar and Augustus traced their lineage back to Aeneas, the hero of Virgil's *Aeneid*. Epic poetry and empire: coincidence or collusion? This course will investigate the relationship of epic poetry and empire, focusing especially on Virgil's *Aeneid* and Lucan's *Civil War* within their historical contexts. How is poetry imbued with political meaning? Is epic a prop of imperial ideology or is it a site of resistance? Consideration of the post-classical adaptation of classical paradigms in works such as Milton's *Paradise Lost*, Barlow's *The Columbiad*, and Walcott's *Omeros*. All works read in translation. *This course may be taken as either 211 or, with additional assignments, 311.*

Prerequisite: 211 open to all students; 311 by permission of instructor.

Distribution: Historical Studies or Language and Literature/A

Semester: Fall

Unit: 1.0

CLCV 215/315 Women's Life in Greece and Rome

Lefkowitz

Were the ancient Greeks and Romans misogynists? Did their attitudes set the pattern for discrimination against women in modern European literature and life? Does modern feminist theory help or hinder the investigation of these questions? Reading from ancient historical, religious, medical, and legal documents in English translation.

Prerequisite: 215 open to all students; 315 by permission of the instructor.

Distribution: Language and Literature or Social and Behavioral Analysis/A

Semester: Spring

Unit: 1.0

CLCV 234 Roads To Rome: Leading The Roman Life

Marvin

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. For Roman families the year was

shaped by the agricultural calendar, the day by alternations of work and leisure, and society by hierarchies of class and gender. This course will examine what it meant to lead a Roman life, using both textual evidence (historical and literary) and the physical remains of Roman cities and towns. It will investigate how civic and religious institutions, public spectacles and domestic social rituals shaped the lives of individual Romans.

Prerequisite: None
 Distribution: Arts, Music, Theatre, Film, Video or Historical Studies/B1
 Semester: N/O. Offered in 1999–2000. Unit: 1.0

CLCV 236/336 Greek and Roman Religion *Rogers*

The founders of Western Civilization were not monotheists. Rather, from 1750 BC until AD 500 the ancient Greeks and Romans sacrificed daily to a pantheon of immortal gods and goddesses who were expected to help mortals achieve their earthly goals. How did this system of belief develop? Why did it capture the imaginations of so many millions for over 2000 years? What impact did the religion of the Greeks and Romans have upon the other religions of the Mediterranean, including Judaism and Christianity? Why did the religion of the Greeks and Romans ultimately disappear? This course may be taken as either 236 or, with additional assignments, 336.

Prerequisite: 236, open to all students; 336, by permission of the instructor.
 Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy/B1
 Semester: Spring Unit: 1.0

CLCV 241 Medicine and Science

NOT OFFERED IN 1998–99. A survey of medical practice in the Near East, Greece, and Rome focusing on the development of rational medicine under Hippocrates and the medical achievements of the Hellenistic era. Also, theories of physical and mental diseases and their consequences for later Western medical practice, doctor-patient relations, malpractice suits, the cult of the healing god Asklepios, and miracle cures.

Prerequisite: None
 Distribution: Historical Studies or Social and Behavioral Analysis/B1
 Semester: N/O Unit: 1.0

CLCV 243 Roman Law *Starr*

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. Ancient Roman civil law; its early development, codification, and continuing alter-

ation; its historical and social context (property, family, slavery); its influence on other legal systems. Extensive use of actual cases from antiquity.

Prerequisite: None
 Distribution: Historical Studies or Social and Behavioral Analysis/B1
 Semester: N/O. Offered in 1999–2000. Unit: 1.0

CLCV 250 Research or Individual Study

Prerequisite: Open by permission.
 Distribution: None
 Semester: Fall, Spring Unit: 1.0

CLCV 250H Research or Individual Study

Prerequisite: Open by permission.
 Distribution: None
 Semester: Fall, Spring Unit: 0.5

CLCV 335 The Politics of the Past *Marvin*

NOT OFFERED IN 1998–99. Study of Ancient Greece and Rome as reinvented by later societies. Examples include: the American Constitution and the Roman Republic; Athenian Democracy and 19th-century liberalism; Greek sexual life and Victorian homosexuality; the current Black Athena controversy. Politics, art, literature, scholarship and private life will be considered.

Prerequisite: One unit of Classical Civilization, Greek, Latin, or ancient History.
 Distribution: Historical Studies or Social and Behavioral Analysis/B1
 Semester: N/O Unit: 1.0

CLCV 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
 Distribution: None
 Semester: Fall, Spring Unit: 1.0

CLCV 350H Research or Individual Study

Prerequisite: Open by permission.
 Distribution: None
 Semester: Fall, Spring Unit: 0.5

CLCV 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
 Distribution: None
 Semester: Fall, Spring Unit: 1.0

CLCV 370 Senior Thesis

Prerequisite: 360
 Distribution: None
 Semester: Fall, Spring Unit: 1.0

Interdepartmental Major in Classical and Near Eastern Archaeology

Director: *Marvin (Art and Classical Studies)*

The purpose of a major in Classical and Near Eastern Archaeology is to acquaint the student with the complex societies of the Old World in antiquity.

The program for each student will be planned individually from courses in the Departments of Anthropology, Art, Classical Studies, History, Philosophy, and Religion as well as from the architecture and anthropology programs at MIT. The introductory course in archaeology (Anthropology 206) or its equivalent is required for all archaeology majors.

Students who concentrate in classical archaeology must normally have at least an elementary knowledge of both Greek and Latin, and take both Greek and Roman history as well as Greek and Roman art. Students who concentrate on the ancient Near East must have an elementary knowledge of one ancient Near Eastern language. Attention is called to Hebrew 101-102 and 201-202 and to the Brandeis exchange program.

Students should plan for at least one summer of excavation and/or travel.

CNEA 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring
Unit: 1.0

CNEA 360 Senior Research Thesis

Prerequisite: By permission of Director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring
Unit: 1.0

CNEA 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring
Unit: 1.0

Related courses

Required for the Major in Classical and Near Eastern Archaeology

ANTH 206 Archaeology

Major in Greek

A major in Greek provides an opportunity to learn about the ancient Hellenic world directly through the study of ancient language and to examine the authors' original idiom and expression in historical context.

GRK 101 Beginning Greek I

Colaizzi
An introduction to Ancient Greek language.
Four periods.
Prerequisite: Open to students who do not present Greek for admission.
Distribution: None
Semester: Fall
Unit: 1.0

GRK 102 Beginning Greek II

Colaizzi
Further development of language skills and reading from Greek authors. *Four periods.*
Prerequisite: 101 or equivalent.
Distribution: None
Semester: Spring
Unit: 1.0

GRK 201 Plato

Colaizzi
Study of selected dialogues of Plato. Socrates in Plato and in other ancient sources; Socrates and Plato in the development of Greek thought. The dialogue form, the historical context. Selected readings in translation from Plato, Xenophon, the comic poets, and other ancient authors.
Three periods.

Prerequisite: 101 and 102 or two admission units in Greek or by permission of the instructor.
Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy/A
Semester: Fall
Unit: 1.0

GRK 202 Homer

Marvin
Study of selected books in Greek from Homer's *Iliad* or *Odyssey* with emphasis on the oral style of early epic; further reading in Homer in translation; the archaeological background of the period. *Three periods.*
Prerequisite: 201
Distribution: Historical Studies or Language and Literature /A
Semester: Spring
Unit: 1.0

GRK 250 Research or Individual Study

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

GRK 250H Research or Individual Study

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

GRK 301 Selected Readings I

Lefkowitz

Topic for 1998–99: Euripides. Was the most popular of all Greek dramatists an atheist or pietist, a reformer or an advocate for traditional values? Reading of one play in Greek and others in translation.

Prerequisite: 202

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature/A

Semester: Fall

Unit: 1.0

GRK 302 Selected Readings II

Staff

Topic for 1998–99: Hesiod. Hesiod's surviving epic poems, the *Theogony* and the *Works and Days*, provide a unique insight into the religion and life of Archaic Greece. We'll read selections from both poems, and explore his understanding of the powers of the gods, the role of women, and his own work and life. We'll also consider the influence on his work of Near Eastern thought and poetic techniques.

Prerequisite: 202 or by permission of instructor.

Distribution: Historical Studies or Language and Literature/A

Semester: Spring

Unit: 1.0

GRK 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

GRK 350H Research or Individual Study

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

GRK 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

GRK 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Related Courses

For Credit Toward the Major in Greek

REL 298 New Testament Greek

Major in Latin

A major in Latin provides an opportunity to learn about the ancient Roman world directly through the study of ancient language and to examine the authors' original idiom and expression in historical context.

LAT 101 Beginning Latin I

Starr

Introduction to the Latin language; development of Latin reading skills. *Four periods.*

Prerequisite: Open to students who do not present Latin for admission or by permission of the instructor.

Distribution: None

Semester: Fall

Unit: 1.0

LAT 102 Beginning Latin II

Reay

Further development of Latin reading and language skills. *Four periods.*

Prerequisite: 101

Distribution: None

Semester: Spring

Unit: 1.0

LAT 200 Intermediate Latin I: Literary Love Affairs

Reay

A survey of famous Latin authors, focusing on literary love affairs. Selections from such authors as Catullus, Horace, Ovid, Petronius, and Seneca and from Medieval Latin lyrics. Systematic review of Latin grammar; focused vocabulary building; introduction to Latin meter; reference tools for improved reading; Internet resources for Latin literature. *Three periods.*

Prerequisite: 102 or [103] or three admission units in Latin or by permission of instructor.

Distribution: Language and Literature/A

Semester: Fall

Unit: 1.0

LAT 201 Intermediate Latin II: Vergil and Augustus

Starr

Vergil's *Aeneid*, *Georgics*, and *Eclogues* in their literary context of both Greek poetry (Homer, Apollonius of Rhodes, Euripides) and Latin poetry (Ennius, Lucretius, Catullus, Horace) and in their historical context in the reign of Augustus, the first Roman emperor. Readings in Latin from Vergil and in translation from other ancient works. Extensive use of Internet resources on Vergil and Rome. *Three periods.*

Prerequisite: 200 or four admission units in Latin; by permission of instructor with [103] or three admission units in Latin.
Distribution: Language and Literature/A
Semester: Spring Unit: 1.0

LAT 210: Sight Reading Latin Literature
Colaizzi

Weekly meetings to read both Latin prose and poetry at sight. Emphasis on developing skills and confidence necessary to approach new authors.

Prerequisite: 200 or higher or by permission of the instructor.
Distribution: Language and Literature/A
Semester: Spring Unit: 0.5

LAT 250 Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

LAT 250H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

LAT 300: Roman Satire

Starr

The Romans claimed satire as the only uniquely Roman literary genre. Its subjects varied widely from philosophy and morality to dinner parties, love affairs with gladiators, and the details of everyday life; its tone ranged from Horace's smiling critiques to Juvenal's outrage. Focusing on Horace's and Juvenal's Satires, we'll read extensively in other satirists in translation as we examine how satirical writing developed in Rome and what it reveals about Roman life.

Prerequisite: 201 or [251] or [252] or [279] with different topic or AP Latin score of 4 or 5 or by permission of instructor.
Distribution: Language and Literature or Historical Studies/A
Semester: Fall Unit: 1.0

LAT 301 Visions of Rome

Starr

NOT OFFERED IN 1998–99. The ancient Romans saw Rome as an ideal dream, founded on religion, law, and morality, and as once-great but now corrupt, collapsing in moral decay, and they transformed Roman history into myth. Selected readings from various Latin authors, such as Cicero, Sallust, Augustus, Horace, Propertius, Vergil, Livy, Seneca, Lucan, Tacitus, and Juvenal; readings in translation from other Roman texts and from contemporary Greek authors.

Prerequisite: 201 or [251] or [252] or [279] with different topic or AP Latin score of 4 or 5 or by permission of instructor.
Distribution: Language and Literature or Historical Studies/A
Semester: N/O Unit: 1.0

LAT 303 Selected Topics.

Reay

Topic for 1998–99: Vergil's *Eclogues* and *Georgics*. Vergil chose shepherds, farmers, and their rural landscapes as a vehicle for description of the contemporary reality of civil strife. We'll discuss why he chose such complex literary programs, considering such topics as landscape and civil war; contemporary painting; ideas and ideals of Romanness; adaptation of model texts, both Greek and Latin. Reading of selections from the *Eclogues* and the *Georgics* with attention to their literary and historical contexts.

Prerequisite: 201 [202], [251], [252], [279] with different topic or AP Latin score of 4 or 5 or by permission of the instructor.
Distribution: Language and Literature or Historical Studies/A
Semester: Spring Unit: 1.0

LAT 347 Seminar

NOT OFFERED IN 1998–99.

Prerequisite: 300
Distribution: Language and Literature/A
Semester: N/O Unit: 1.0

LAT 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

LAT 350H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

LAT 360 Senior Thesis Research

Prerequisite: By permission of department. See

Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

LAT 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Related Courses

Courses from this list may be counted toward the majors in Classical Civilization and Classical and Near Eastern Archaeology, as indicated. Other courses not listed may be included in the majors by the approval of the chair. All are recommended as related work for majors in Greek and Latin.

ANTH 206 Archaeology (CLCV, CNEA)

ANTH 242 The Rise of Civilization (CNEA)

ARTH 100 Introduction to the History of Art: Ancient and Medieval Art (CLCV, CNEA)

ARTH 100/WRIT 125 05, 06 Introduction to the History of Art: Ancient and Medieval Art (CLCV, CNEA)

ARTH 241 Egyptian Art (CLCV, CNEA)

ARTH 242 Greek Art (CLCV, CNEA)

ARTH 243 Roman Art. Roads to Rome (CLCV, CNEA)

ARTH 334 Seminar. Issues in Ancient Art and Archaeology. Topic for 1998-99: We who are about to die... (CLCV, CNEA)

HEBR 101-102 Elementary Hebrew (CNEA)

HEBR 201-202 Intermediate Hebrew (CNEA)

HIST 100 Introduction to Western Civilization (CLCV)

HIST 229/329 Alexander the Great: Psychopath or Philosopher King (CLCV, CNEA)

HIST 230 Greek History from the Bronze Age to the Death of Philip II of Macedon (CLCV, CNEA)

HIST 231 History of Rome (CLCV, CNEA)

HIST 232 The Making of the Middle Ages, 500 to 1200 (CLCV)

ITAL 263 Dante (in English) (CLCV)

PHIL 201 Ancient Greek Philosophy (CLCV)

PHIL 311 Plato (CLCV)

PHIL 312 Aristotle (CLCV)

POL4 240 Classical and Medieval Political Theory (CLCV)

REL 104 Study of the Hebrew Bible/Old Testament (CLCV, CNEA)

REL 105 Study of the New Testament (CLCV, CNEA)

REL 140 Introduction to Jewish Civilization (CLCV)

REL 204 Law in the Ancient Near East and Hebrew Bible/Old Testament (CLCV, CNEA)

REL 205 Genesis and the Ancient Near East Mythologies (CLCV)

REL 206 The Problem of Evil in Ancient Near Eastern Religions (CLCV)

REL 210 The Gospels (CLCV)

REL 211 Jesus of Nazareth (CLCV)

REL 212 Paul: The Controversies of an Apostle (CLCV)

REL 241 Emerging Religions: Judaism and Christianity 150 B.C.E to 500 C.E. (CLCV)

REL 243 Women in the Biblical World (CLCV)

REL 244 Jerusalem: The Holy City (CLCV, CNEA)

REL 298 New Testament Greek (CLCV)

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- REL 303 Seminar. Human Sacrifice in Religion (CLCV)
-
- REL 308 Seminar. Paul's Letter to the Romans (CLCV)
-
- REL 310 Seminar. Gospel of Mark (CLCV)
-
- REL 342 Seminar. Rabbis, Romans, and Archaeology (CLCV, CNEA)
-

Directions for Election

Greek and Latin: All students majoring in Greek must complete four units of Grade III work; all students majoring in Latin are required to complete four units of Grade III work. Study of Vergil, either in 201 or at the Grade III level, is strongly recommended.

Students majoring in Greek or Latin are advised to elect some work in the other language. It should be noted that work in both Greek and Latin is essential for graduate studies in the classics.

Advanced Placement Policies: Students who offer a Latin AP score of 4 or 5 should normally elect 301; a score of 3 or higher satisfies FL requirement but receives no credit. Credit will not be given for AP Vergil if the student elects LAT 201. AP Latin Literature will be counted as a grade II course for the major.

Classical Civilization: A student who wishes to major in Classical Civilization can plan with her major advisor an appropriate sequence of courses, which might include work in such areas as art, history, philosophy, and literature. Such a program ordinarily contains at least four units of work in the original language.

Classical and Near Eastern Archaeology: Students who wish to major in Classical and Near Eastern Archaeology can plan with the program director an appropriate sequence of courses, which should include work in such areas as art, anthropology, ancient languages, history, and religion.

Courses in ancient history, ancient art, ancient philosophy, and classical civilization are recommended as valuable related work. Students are strongly encouraged to elect at least one course involving the material culture of the ancient world.

In addition to the traditional Honors thesis program consisting of 360 and 370 work in the major, Greek, Latin, and Classical Civilization majors may choose the department's Plan B honors program, which provides an opportunity for the candidate to show through examinations at the end of her senior year that she has acquired a superior grasp, not only of a basic core of texts, but also of additional reading beyond course requirements. Students normally elect a unit of 350 to prepare a special project which would be included in the Honors examinations.

The College is a member of the Intercollegiate Center for Classical Studies in Rome, a program for American undergraduates in classical languages, ancient history and topography, archaeology, and art history. Majors, especially those interested in Roman studies, are urged to plan their programs so as to include a semester at the Center in the junior year.

Students interested in obtaining certification to teach Latin and Classical Humanities in the Commonwealth of Massachusetts should consult the department Chair and the Chair of the Department of Education.

Department of Computer Science

Professor: *Shull*

Associate Professor: *Hildreth, Metaxas (Chair)*

Assistant Professor: *Royden, Stephan, Turbak^A*

Lecturer: *Orr*

Laboratory Instructor: *Herbst*

All courses in the Computer Science Department (with the exception of 100, 250, 250H, 350, 350H, 360, 370) fulfill the Group C distribution requirement.

CS 100 Introduction to Internet Research and Resources

Orr

An introduction to computers and the World Wide Web. Students learn to search, access, and critically evaluate information available on the internet. Topics include an exploration of copyright, privacy, and security issues of digital data and electronic communications, together with the basic computer science underpinnings of these issues. Students use HTML and other authoring tools to maintain a web-published portfolio of their internet research. Students with significant computing and internet experience should consider 110 or 111.

Prerequisite: None. No prior background with computers is expected.

Distribution: None

Semester: Fall: Open to entering students or by permission of the instructor, Spring: Open to all students.

Unit 0.5

CS 110 Computer Science and the Internet

Royden, Shull, Staff

This course will use the Internet as a domain to explore fundamental concepts in computer science. Topics include: design and analysis of algorithms; computational complexity; network security and reliability; decidability; and the impact of computers on society. Students learn the science and art of computer programming by building applications for the Internet using HTML, Java Script, and Java applets. *Students are required to attend an additional discussion section each week. Students considering additional computer science courses should take 111, not 110. Students cannot receive MM distribution credit for both 110 and 111.*

Prerequisite: None. No prior background with computers is expected. Beginning in the Fall, 1999, the prerequisite will be 100 or by permission of the instructor.

Distribution: Mathematical Modeling

Semester: Fall, Spring

Unit: 1.0

CS 111 Computer Programming and Problem Solving

Royden, Stephan

An introduction to problem solving through computer programming. Using the Java programming language, students learn how to read, modify, design, debug, and test algorithms that satisfy problem specifications. Programming concepts include control structures, data structures, abstraction, recursion, modularity, and object-oriented design. Students explore these concepts in the context of interactive programs involving graphics, music, text, games, data analysis, user interfaces, and web pages. *Students are required to attend an additional 2-hour laboratory section each week. Required for students who wish to major or minor in computer science or elect more advanced courses in the field. Students cannot receive MM distribution credit for both 110 and 111.*

Prerequisite: None. Beginning in the Fall, 1999, 100 will be recommended for students with no prior computer background.

Distribution: Mathematical Modeling. Does not satisfy laboratory requirement.

Semester: Fall, Spring

Unit: 1.0

CS 115 /PHYS 115 Robotic Design Studio

Berg, Staff

In this intensive course, students will gain technological fluency as they design, construct and program their own robotic creations using tiny on-board computers, LEGO construction pieces, and a variety of motors and sensors. The approach is multidisciplinary, introducing students to important ideas from the fields of computer science, mechanics, electronics, and engineering in the context of design projects that also offer ample opportunity for creative expression. Moreover, students may choose to explore biological ideas by building "behaviors" into their creatures, or artistic ideas by constructing "kinetic sculptures". The course will culminate in a robot exhibition presented to the College community. *Students may register for either CS 115 or PHYS 115. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Natural and Physical Science

Semester: Wintersession

Unit: 0.5

CS 215/ARTS 215 The Art and Science of Multimedia

Ribner, Metaxas

With the growth of multimedia, the boundaries between traditionally unrelated disciplines have blurred, facilitating the collaboration between fields that have been unrelated until recently. This course, team-taught by faculty of the Art and Computer Science departments, gives students a unique opportunity to be exposed to the knowledge and expertise of an exciting synthesis of disciplines. The course will cover a wide list of topics from: history and philosophy of hypermedia; designing user interfaces; programming; art and design for multimedia CD-ROMs and the WWW; media selection; and editing. In addition to scheduled assignments, students are expected to produce a professional-level multimedia project that will be published on CD-ROM. *Students may register for either CS 215 or ARTS 215. Credit will be given in the department in which the student is registered.*

Prerequisite: By permission of the instructors. File application in Computer Science Department or Art Department before pre-registration. At least one CS course (CS 110 or CS 111) and one ARTS course (ARTS 109*, formerly 209, ARTS 105, or ARTS 108). ARTS 214 strongly recommended.
Distribution: Mathematical Modeling or Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

CS 230 Data Structures

Hildreth

An introduction to techniques and building blocks for organizing large programs. Topics include: modules, abstract data types, recursion, procedural parameters, algorithmic efficiency, and the use and implementation of standard data structures and algorithms such as lists, trees, graphs, stacks, queues, priority queues, tables, sorting, and searching. Students become familiar with these concepts through weekly programming assignments using the Java programming language.

Prerequisite: 111 or by permission of the instructor.
Distribution: Mathematical Modeling
Semester: Fall, Spring Unit: 1.0

CS 231 Fundamental Algorithms

Stephan

An introduction to the design and analysis of fundamental algorithms. General techniques covered: Divide-and-conquer algorithms, dynamic programming, greediness, probabilistic

algorithms. Topics include: sorting, searching, graph algorithms, compression, cryptography, computational geometry, and NP-completeness.

Prerequisite: 230
Distribution: Mathematical Modeling
Semester: Fall Unit: 1.0

CS 232 Artificial Intelligence

Hildreth

An introduction to Artificial Intelligence (AI), the design of computer systems that possess and acquire knowledge and can reason with that knowledge. Topics include knowledge representation, problem solving and search, planning, vision, language comprehension and production, learning, and expert systems. To attain a realistic and concrete understanding of these problems, Common Lisp, an AI language, will be taught and used to implement the algorithms of the course. *Alternate year course.*

Prerequisite: 230 or by permission of the instructor.
Distribution: Mathematical Modeling
Semester: Fall. N/O in 1999–2000. Unit: 1.0

CS 235 Languages and Automata

Shull

An introduction to the concepts of languages and automata. Topics include languages, regular expressions, finite automata, grammars, push-down automata and Turing machines.

Prerequisite: 230, MATH 225 or MATH 305 recommended.
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

CS 240 Introduction to Machine Organization with Laboratory

Stephan

An introduction to machine organization and assembly language programming. Topics include an overview of computer organization, introduction to digital logic and microprogramming, the conventional machine level and assembly language programming, and introduction to operating systems. *Students are required to attend one three-hour laboratory appointment weekly.*

Prerequisite: 230
Distribution: Mathematical Modeling. This course satisfies the laboratory requirement.
Semester: Fall Unit: 1.25

CS 249 Topics in Computer Science

NOT OFFERED 1998–99.

Prerequisite: 230, or by permission of the instructor.
Distribution: Mathematical Modeling
Semester: N/O Unit: 1.0

CS 250 Research or Individual Study

Prerequisite: 230 or permission of the instructor.

Distribution: None

Semester: Fall, Spring

Unit 1.0

CS 250H Research or Individual Study

Prerequisite: 230 or permission of the instructor.

Distribution: None

Semester: Fall, Spring

Unit 0.5

CS 251 Theory of Programming Languages

Hildreth

An introduction to the dimensions of modern programming languages. Covers major programming paradigms: functional, imperative, object-oriented, and logic-oriented. Topics include syntax, naming, state, data, control, concurrency, non-determinism, and types.

Prerequisite: 230

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

CS 301 Compiler Design

Metaxas

A survey of the techniques used in the implementation of programming language translators. Topics include lexical analysis, the theory of parsing and automatic parser generators, semantic analysis, code generation, and optimization techniques. *Alternate year course.*

Prerequisite: 240, 251

Distribution: Mathematical Modeling

Semester: Fall, N/O in 1999–2000.

Unit: 1.0

CS 305 Theory of Algorithms

Shull

A survey of topics in the analysis of algorithms and in theoretical computer science. Emphasis is placed on asymptotic analysis of the time and space complexity of algorithms. Topics will include fast algorithms for combinatorial problems, introduction to complexity theory and the theory of NP-complete problems. *Alternate year course.*

Prerequisite: 231, MATH 225 or MATH 305.

Distribution: Mathematical Modeling

Semester: Fall, N/O in 1999–2000.

Unit: 1.0

CS 307 Introduction to Computer Graphics

NOT OFFERED 1998–99. OFFERED IN 1999–2000. A survey of topics in computer graphics with an emphasis on fundamental techniques. Topics include: graphics hardware, fundamentals of two and three dimensional graphics

such as clipping, windowing, and coordinate transformations, raster graphics techniques such as line drawing and filling algorithms, hidden surface removal, shading and color models. Students learn how to design graphics displays using a state-of-the-art computer graphics software package. *Alternate year course.*

Prerequisite: 230

Distribution: Mathematical Modeling

Semester: N/O. Offered in 1999–2000.

Unit: 1.0

CS 310 Theory of Computation

NOT OFFERED 1998–99. OFFERED IN 1999–2000. A survey of topics in the mathematical theory of computation. Topics include: Turing machines and oracles; time and space bounded computations; complexity classes P, NP, PSPACE, and NP-complete; time bounded Turing reducibilities; Boolean circuit complexity; and probabilistic algorithms. *Alternate year course.*

Prerequisite: 235, MATH 225 or MATH 305 or by permission of the instructor.

Distribution: Mathematical Modeling

Semester: N/O. Offered in 1999–2000.

Unit: 1.0

CS 331 Parallel Machines and Their Algorithms

Metaxas

This course is a broad introduction to parallelism that studies problem solving using a large number of cooperating processing elements. It is divided into four parts. First, it introduces the need for parallel computation and describes some of the fundamental algorithmic techniques. The second part surveys some of the most popular interconnection networks employed in today's parallel computers. In the third part, several parallel algorithms are designed and implemented on a computer containing 1,000 processors. A short project composes the last part. *Alternate year course.*

Prerequisite: 231 or by permission of the instructor.

Distribution: Mathematical Modeling

Semester: Spring, N/O in 1999–2000.

Unit: 1.0

CS 332 Visual Processing by Computer and Biological Vision Systems

NOT OFFERED 1998–99. OFFERED IN 1999–2000. An introduction to algorithms for deriving symbolic information about the three-dimensional environment from visual images. Aspects of models for computer vision systems will be related to perceptual and physiological observations on biological vision systems.

Assignments will use computer vision software written in Common Lisp. Topics include: edge detection, stereopsis, motion analysis, shape from shading, color, visual reasoning, object recognition. *Alternate year course.*

Prerequisite: 230, or by permission of the instructor.
Distribution: Mathematical Modeling
Semester: N/O. Offered in 1999–2000. Unit: 1.0

CS 340 Computer Architecture with Laboratory
Stephan

An examination of computer hardware organization. Topics include: architecture of digital systems (gates, registers, combinatorial and sequential networks), fundamental building blocks of digital computers, control logic, microprogramming, microprocessor, pipelined and multi-processor systems and new technologies. *Students are required to attend one three-hour digital laboratory appointment each week. Alternate year course.*

Prerequisite: 240
Distribution: Mathematical Modeling. This course satisfies the laboratory requirement.
Semester: Spring. N/O in 1999–2000. Unit: 1.25

CS 341 Operating Systems

NOT OFFERED 1998–99. OFFERED IN 1999–2000. An examination of the software systems that manage computer hardware. Topics include processes, interprocess communication, process coordination, deadlock, memory management, swapping, paging, virtual memory, input/output management, file systems, protection, security, networks, distributed systems, multiprocessors, and massively parallel machines. *Alternate year course.*

Prerequisite: 240 or by permission of the instructor.
Distribution: Mathematical Modeling
Semester: N/O. Offered in 1999–2000. Unit: 1.0

CS 349 Topics in Computer Science
NOT OFFERED 1998–99.

Prerequisite: 230, or by permission of the instructor.
Distribution: Mathematical Modeling
Semester: N/O Unit: 1.0

CS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CS 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 0.5

CS 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CS 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

Attention Called

PHYS 219 Modern Electronics Laboratory

Directions for Election

Students majoring in computer science must complete 111, 230, 231, 235, 240, 251, two Grade III courses other than 350, 360 or 370, and at least one additional computer science course at the Grade II or Grade III level. Students who do not take CS 111 must replace this requirement with one additional computer science course at the Grade II or Grade III level. Computer science courses at MIT or other institutions used to meet the nine course requirement must be approved in *advance* by the Department chair on an individual basis. In addition, all majors in computer science will be expected to complete (1) either MATH 225 or MATH 305, and (2) at least one additional course in mathematics at the Grade II or Grade III level. Students are encouraged to complete the Grade II level CS and mathematics requirements as early in the major as possible. Students are encouraged to consult the *Computer Science Student Handbook* for suggestions of possible course schedules for completing the major. Students considering a junior year abroad should consult a faculty member in the department as soon as possible in their sophomore year to plan a schedule of courses to complete the major.

All computer science majors are strongly encouraged to participate in the Computer Science Student Seminar held throughout the academic year. In this seminar, students have the opportunity to explore topics of interest through reading and discussion, field trips, invited speakers, independent research projects, or software development projects. Beginning with the Class of 2000, participation in this seminar will be required of all computer science majors.

The computer science 5 course minimum minor is recommended for students whose primary interests lie elsewhere, but who wish to obtain a fundamental understanding of computer science. The minor consists of Computer Science 111, 230, 240, either 231 or 235, and at least one Grade III level computer science course. Students who do not take 111 must replace this requirement with one additional computer science course at the Grade II or Grade III level.

Students may receive a maximum of 1 unit of credit for a score of 4 or 5 on the Computer Science A or AB advanced placement exam. This unit can be counted toward the MM distribution requirement and can be counted toward the computer science major or minor at the 100 level. Students receiving AP credit for computer science should consult with the department regarding enrollment in CS 230.

Students who plan to pursue graduate work in computer science are strongly encouraged to develop their background in mathematics, particularly in the areas of linear algebra, probability and statistics, and graph theory. Such students should elect one or more of 305, 310 or MATH 305. In addition, students who are planning either graduate work or technical research work are further encouraged to obtain laboratory experience by electing one or more of 301, 340, 350/360 or appropriate courses at MIT. Majors who are interested in writing a senior honors thesis are urged to discuss their plans with either their advisor or the Department chair as early as possible in their junior year.

Students interested in an interdepartmental major (and minor, if applicable) in Cognitive Science, are referred to the section of the catalog where Interdepartmental Programs are described.

Department of Economics

Professor Emeritus: *Goldman*

Professor: *Case, Joyce, Lindauer, Matthaei, Morrison^{A1}, Witte^A*

Associate Professor: *Andrews (Chair), Levine, Skeath, Velenchik*

Assistant Professor: *Blomberg^A, Kauffman, Chakrabarti*

Visiting Assistant Professor: *Johnson*

Instructor: *Taylor*

Visiting Instructor: *Weissman*

All courses in the Economics Department (with the exception of 250, 350, 360 and 370) fulfill the Group B2 distribution requirement.

ECON 101 Principles of Microeconomics

ECON 102 Principles of Macroeconomics

Staff

Each course, which may be taken independently and in either order, presents a view of our market economy, beginning with the nature of economics and economic systems, supply and demand analysis, and the development of economic thought. 101, Microeconomics, is an analysis of the choices individuals and firms make in the markets where they buy and sell. It deals with questions of equity and efficiency. Policy issues include imposition of price floors and ceilings, income distribution, competition and its regulation, and the performance of particular markets. 102, Macroeconomics, is an analysis of the aggregate dimensions of the economy, such as national income, employment, inflation, and the balance of payments. Policy issues include business cycles, economic growth, and open economy transactions. *A section of ECON 101 will be open to first-year students only.*

Prerequisite: For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

QR 199 Introduction to Social Science Data Analysis

Taylor, Kauffman, Fastnow (Political Science), Wilder (Sociology)

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand society and human behavior.

ior. Using examples drawn from the fields of economics, political science, and sociology, this course focuses on basic concepts in statistics and probability, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. The course is team-taught by instructors in different social science disciplines and draws on everyday applications of statistics and data analysis in an interdisciplinary context. *Students must register for a laboratory section which meets an additional 70 minutes each week. Not open to students who have taken ECON 199/POL 199/SOC 199.*

Prerequisite: For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement.

Distribution: Social and Behavioral Analysis.

Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring

Unit: 1.0

ECON 200 Econometrics

Levine, Weissman

Application of statistical methods to economic problems. Emphasis will be placed on regression analysis that can be used to examine the relationship between two or more variables. Issues involved in estimation, including goodness-of-fit, statistical inference, dummy variables, heteroskedasticity, serial correlation, and others will be considered. Emphasis will be placed on real world applications.

Prerequisite: QR 199; 101 and 102, or for students who have completed one course and are taking the other; and MATH 115.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

ECON 201 Intermediate Microeconomic Analysis

Skeath, Velenchik, Levine

Intermediate microeconomic theory: analysis of the individual household, firm, industry and market, and the social implications of resource allocation choices. Emphasis on application of theoretical methodology.

Prerequisite: 101, 102 and MATH 115.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

ECON 202 Intermediate Macroeconomic Analysis

Andrews, Chakrabarti, Joyce

Intermediate macroeconomic theory: analysis of fluctuations in aggregate income and growth and the balance of payments. Analysis of policies to control inflation and unemployment.

Prerequisite: 101, 102 and MATH 115.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

ECON 204 U.S. Economic History

Kauffman

Traces the structure and development of the U.S. economy from Colonial times to World War II; highlights historical episodes including the start of the nation, economics of slavery, the westward movement, economic consequences of the Civil War, and causes of the Great Depression. Specific topics include agriculture, trade, technology, finance and labor. Emphasis on relating U.S. historical experience to current economic problems.

Prerequisite: 101

Distribution: Historical Studies or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

ECON 210 Financial Markets

Joyce, Weissman

Overview of financial markets and institutions, including stock and bond markets, money markets, derivatives, financial intermediaries, monetary policy, and international currency markets.

Prerequisite: 101 and 102, and QR 199 or its equivalent.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

ECON 212 Trade and Migration

Lindauer

An introduction to international trade in theory and practice. Emphasis on the application of microeconomic principles in international economics. Topics to be covered include the debate over free trade; trade and the welfare of workers in developed and developing nations; the use of tariffs, quotas and other instruments of protection; NAFTA and economic integration; and the costs and benefits of international migration.

Prerequisite: 101 and 102. Students who have previously taken 214 cannot enroll in 212.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

ECON 213 International Finance and Macroeconomic Policy

Chakrabarti

This course provides a basic understanding of global financial markets, capital flows, and macroeconomic policy decisions in an open economy. Topics include the balance of payments, foreign exchange markets, speculation and arbitrage. Government policies under fixed and flexible exchange rates and varying degrees of capital mobility will be analyzed. We will also examine several contemporary issues such as the

role of the IMF, the European Monetary System, the debt crisis, and the recent financial crisis in South East Asia.

Prerequisite: 101 and 102. Students who have previously taken 214 cannot enroll in 213.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

ECON 214 International Economics

NOT OFFERED IN 1998–99. An introduction to international economics in theory and practice. Topics to be covered include the gains from trade, commercial policy, foreign exchange markets, balance of payments analysis, international capital flows, and international financial institutions.

Prerequisite: 101 and 102.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ECON 220 Development Economics

Lindauer

Survey and analysis of problems and circumstances of less developed nations. Examination of theories of economic development. Review of policy options and prospects for Third World countries. Specific topics to include: population growth, income distribution, rural development, foreign aid, and international trade strategies.

Prerequisite: 101 and 102.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

ECON 222 Games of Strategy

Skeath

Should United Airlines match the cheap fares offered by America West on their common routes? Would it make sense to sell your house at an auction where the highest bidder gets the house, but only pays the second-highest bid? Should the U.S. government institute a policy of never negotiating with terrorists? In business, politics, and everyday life, the effects of your decisions often depend on how others react to them. This course will introduce some basic concepts and insights from the theory of games (backward induction, prisoners' dilemmas, brinkmanship, coordinating moves, pre-commitment) that can be used to understand any such situation in which strategic decisions are made. The course will emphasize applications rather than formal theory. Extensive use will be made of in-class experiments, examples, and cases drawn from business, economics, politics, movies and current events.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

ECON 225 Urban Economics

Case

Analysis of the location decisions of households and firms. Topics include: real estate development and finance, housing markets and housing finance, real estate cycles, regional economics, problems of the inner city, discrimination in housing and credit markets, and homelessness. Alternative public policy responses to urban problems. The course requires several projects requiring field work.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

ECON 226 Education, Welfare, and Taxes

Taylor

Has "property tax relief" for homeowners diminished the quality of K-12 schools? Is welfare reform really "moving people off welfare" or is it merely encouraging the poor to move between states? This course examines such policy issues as a means of understanding the complexities of state and local public finance. Students will explore the various factors that influence the mix and level of spending on public goods and services; the major revenue sources used by the federal, state and local governments; and the complex and changing relationship among these governments in our federal fiscal system.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

ECON 229 Women in the Labor Market

NOT OFFERED IN 1998–99. Analysis of the differences in the labor market experiences of men and women. Three major questions will be addressed: (1) Why do women earn less than men? (2) Why are men and women employed in different types of jobs? (3) What is comparable worth and what effects would it have on the labor market if introduced?

Prerequisite: 101 and QR 199

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ECON 230 Seminar. Contemporary Economic Issues

Andrews

Topic for 1998–99: Capitalism and Social Justice. This seminar course is a tour of recent writing on the troubled relationship between free markets, democracy, and social justice by a wide variety of thinkers. This course explores the

implications of recent thinking in economics, law, sociology, history, political theory, and philosophy for debates about the possibilities for economic and social justice after the eclipse of traditional socialism.

The seminar explores two fundamental questions: (1) can liberal institutions—freedom of speech, thought, religion, inquiry, and association, due process and equal protection before the law—withstand the challenges posed by structural unemployment, new forms of economic hierarchy, and the scourges of ethnic and religious fundamentalism; (2) what are the contours of conservative and radical thought in modern society in light of the incompetence of socialism and the social devastation characteristics of free market capitalism?

Prerequisites: 101 and 102.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

ECON 232 Health Economics

NOT OFFERED IN 1998–99. An economic analysis of the health care system and its players: government, insurers, health care providers, patients. Issues to be studied include demand for medical care; health insurance markets; cost controlling insurance plans (HMOs, PPOs, IPAs); government health care programs (Medicare and Medicaid); variations in medical practice; medical malpractice; competition versus regulation; and national health care reform.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ECON 234 Government Policy: Its Effect on the Marketplace

NOT OFFERED IN 1998–99. The United States government imposes regulations on selected markets, restricts competition, corrects market failure, intervenes in the marketplace. These government actions in the American economy will be analyzed using microeconomic tools with primary emphasis on price, profit, quality, and safety regulation. Industry studies will provide a basis for empirical examination of the historical consequences of regulation and deregulation in selected markets.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ECON 238 Economics and Politics

NOT OFFERED IN 1998–99. Does the economic influence who will win the next Presidential

election? Will the European Monetary Union succeed? Does the economy perform better for right-wing or left-wing governments? The course provides an introduction to the study of the interaction between economics and the political process from both an international and a domestic perspective. The emphasis is both applied and theoretical with topics including the political business cycle, political economy war models, and central bank independence.

Prerequisite: 101 and 102.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ECON 239, 240 Analysis of Foreign Economies

An economic study of a particular country or region of the world outside the United States. Combined emphasis on methodology, history, culture, current institutional structure, and economic problems.

ECON 239/POL2 239 The Political Economy of East Asian Development

NOT OFFERED IN 1998–99. Analysis of the relationship between political and economic development in China, Japan, Korea, and Taiwan. Special attention paid to the economic issues of land reform, industrialization, trade policy, foreign aid, and planning vs. the market; the political issues to be considered include ideology, authoritarianism, democratization and the role of the state. The course emphasizes the lessons for economic growth, social equality and political change provided by the East Asian experience. *Students may register for either ECON 239 or POL2 239. Credit will be given in the department in which the student is registered. Enrollment requires registration in conference section (Economics 239C).*

Prerequisite: ECON 101 or 102 or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ECON 240 Topic A: The Russian Economy

NOT OFFERED IN 1998–99. A look at the economy of pre-revolutionary Russia, New Economic Program, Collectivization, and Five Year Plans. Why has central planning been counterproductive; why did Gorbachev's remedies not solve the problem? What are Yeltsin's chances of success? What does this experiment tell us about economic theory and why is the transition to the market so difficult?

Prerequisite: 101 and 102.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 241 Economic Development of Greater China

NOT OFFERED IN 1998–99. Survey and analysis of the economic development of mainland China, Taiwan and Hong Kong. China's economy before 1949, under central planning, and during the Great Leap Forward and the Cultural revolution. Deng's rise to power and economic reforms that over the past twenty years have turned China into the fastest-growing economy in the world. Economic development in Taiwan and Hong Kong and the economic consequences of Hong Kong's new status as part of the PRC.

Prerequisite: 101 and 102.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 243 Race and Gender in U.S. Economic History

NOT OFFERED IN 1998–99. Study of conservative, liberal and radical economic theories of gender and race inequality. Exploration of the interconnections between race-ethnicity, gender, and capitalist development in the U.S. Historical topics include Native American economies before and after the European invasion, the economics of slavery, European and Asian immigration, the colonization of Puerto Rico, the uneven entrance of women into the paid labor force, and the segmentation of labor markets by gender and race-ethnicity.

Prerequisite: 101
Distribution: Social and Behavioral Analysis or Historical Studies
Semester: N/O Unit: 1.0

ECON 249 Seminar. Marxist and Post-Marxist Economics

NOT OFFERED IN 1998–99. Study of Marx's analysis and critique of capitalism, and of his vision of socialism. Exploration of contemporary post-Marxist or "radical" economics, including Marxist-feminist, anti-racist, and ecological economics. Study of radical economists' analyses of the collapse of communism in the Soviet Union and Eastern Europe, and of their current proposals for economic restructuring, including market and participatory socialism.

Prerequisite: 101 or 102, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 250 Research or Individual Study

Prerequisite: Open by permission to students who have taken 101 and 102.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ECON 301 Comparative Economic Systems *Goldman*

Comparative study of the treatment of economic problems under different economic systems. Analyzes the economic ideology of capitalism, utopian writings, market socialism, workers' management, and Marxism. Functions of prices, profits, and planning in allocation of resources. Compares several capitalist and socialist countries including the U.S., China, and Russia.

Prerequisite: 201 or 202.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 304 Seminar. New Institutional Economic History

Kauffman

New Institutional Economic History is an interdisciplinary research program that deals explicitly with the link between institutions, institutional change, and economic performance; it departs from, but does not abandon, neoclassical economic analysis. This course will investigate the evolution of economic institutions throughout the world over the past 1,000 years. We will consider a broad range of institutional questions and use evidence from historical episodes in their analysis. Some of the questions that will be explored include: How are effective trading rules created (evidence from the eleventh century Maghribi traders)?; How does a government become ÖcredibleÓ (evidence from seventeenth-century England)?; How is the depletion of natural resources prevented (evidence from eleventh-century Iceland and nineteenth-century America)?; Why have Blacks consistently earned less than Whites (evidence from nineteenth- and twentieth-century America)?; What are the effects of governmental tampering with housing prices (evidence from early twentieth-century Hong Kong)?

Prerequisite: 200 and 201.
Distribution: Historical Studies or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 305 Industrial Organization

Skeath

A course in applied microeconomics, focusing on the performance of real world markets. Emphasis on the welfare costs of market power as well as public policy responses. Topics include analysis of imperfectly competitive markets (e.g., monopolistic competition, oligopoly, imperfect and asymmetric information), firm and industry strategic conduct, and antitrust policy attempts to improve industrial performance.

Prerequisite: 201 (required) and 200 (recommended).

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

ECON 310 Public Finance

Case

The role and function of government in a market economy. Issues in tax analysis including equity and efficiency, the effects of taxes on labor and capital supply, tax incidence and optimal taxation. Description and analysis of specific taxes and expenditure programs.

Prerequisite: 201

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

ECON 313 International Macroeconomics

Joyce

Theory and policy of macroeconomic adjustment in the open economy. Topics to be covered include models of exchange rate determination, the choice between fixed and floating exchange rates, monetary union, policy effectiveness in open economies under different exchange rate regimes, and adjustment to balance of payments disequilibria.

Prerequisite: 202 (required) and 200 (recommended).

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

ECON 314 International Trade Theory

Johnson

Theoretical analysis of international trade. Emphasis on models of comparative advantage, determination of gains from trade and the effects of trade restrictions such as tariffs and quotas. Further topics include: the role of scale economies, the political economy of protectionism and strategic trade policy.

Prerequisite: 201

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

ECON 315 History of Economic Thought

Matthaei

Study of the history of Western economic theory over the last 200 years. Focus on the development of mainstream, neoclassical theory out of classical political economy, as well as study of various heterodox schools, including Marxist, institutionalist, and feminist economics. Analysis of the topics of scarcity, price determination, income distribution, monopoly, unemployment, economic freedom and democracy, sexual and racial inequality, the environment, and economic methodology. Student debates on selected issues.

Prerequisite: 201 or 202.

Distribution: Social and Behavioral Analysis or Epistemology and Cognition

Semester: Spring

Unit: 1.0

ECON 316 Modern Economic History

NOT OFFERED IN 1998–99. Economic crises and economic theory from the Great Depression to the present. Economic policy in war and peace. Analysis of structural change in the world economy.

Prerequisite: 202

Distribution: Social and Behavioral Analysis or Historical Studies

Semester: N/O

Unit: 1.0

ECON 317 Economic Modeling and Econometrics

NOT OFFERED IN 1998–99. Introduction to the theory and practice of econometrics. Includes techniques of model specification, estimation, and evaluation. Both cross-sectional and time series models are considered. Emphasis on both problem-solving and the application of techniques to actual data. Computers will be utilized.

Prerequisite: 200 and either 201 or 202, and one other economics course.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ECON 320 Seminar. Economic Development

Velenchik

Theoretical and empirical exploration of microeconomic issues of concern to developing countries. Specific topics may include land tenure regimes and the structure of agricultural markets, the behavior of rural households in the production of output and the management of risk, the functioning of rural and urban labor markets, human capital formation and the education system, intra-household resource allocation, and

the measurement and policy responses to inequality and poverty.

Prerequisite: 201

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

ECON 325 Law and Economics

NOT OFFERED IN 1998–99. Economic analysis of legal rules and institutions. Application of economic theory and empirical methods to the central institutions of the legal system including the common law doctrines of negligence, contract, and property as well as civil, criminal, administrative procedure and family law. The course will contrast economic and noneconomic theories of law and will address the strengths and limitations of the economic approach to law.

Prerequisite: 201

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ECON 328 Public Policy and the Environment

NOT OFFERED IN 1998–99. This course considers the economics of public policy towards the environment. After examining the concepts of externalities, public goods, and common property resources, we discuss the measurement of costs and benefits of environmental policy. Applications of these tools include air and water pollution, recycling and waste management, and hazardous substances. In addressing each of these problems, we compare various public policy responses such as regulation, marketable permits and tax incentives.

Prerequisite: 201

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ECON 329 Labor Economics

Levine

Inquiry into the determinants of the supply of labor, the demand for labor, unemployment, and wage differentials across workers. Specific topics include an analysis of the wage gap between men and women, the effects of immigration on the U.S. labor market, the effects of labor unions. Recent applied economic research on these and other topics will be introduced.

Prerequisite: 200 and 201.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

ECON 330 Advanced Topics in Economics

NOT OFFERED IN 1998–99. Current issues within the discipline of economics. Emphasis on developing appropriate methodology for specific economic questions and on student use of that methodology.

Topic A: Finance Theory and Applications

An introduction to the theory and practice of financial economics, using the techniques of modern finance to solve real-world problems. Topics include principles of valuation, fixed income securities, equity securities, the capital asset pricing model, capital budgeting, market efficiency, the term structure of interest rates, and option pricing.

Prerequisite: 200 and 201.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

Topic B: The Wealth of Nations

An introduction to economic growth. The study of economic growth and policies to promote long term growth in market economies. Two central questions: (1) How have economists conceived of the process of economic growth? and (2) How are the visions of economists translated into actual policy making? We will take a guided tour through various theories, as well as study the role of institutional structure and state policy in shaping the economic growth of the U.S., Japan, Brazil, and some Western European countries.

Prerequisite: 201 and 202.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ECON 331 Seminar. Monetary Theory and Policy

NOT OFFERED IN 1998–99. The formulation of monetary policy and its theoretical foundations. This includes discussion of the latest developments in monetary theory, the money supply process, monetary autonomy in an open economy, and current procedures in the U.S. and other nations.

Prerequisite: 202 (required) and 200 (recommended).

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

ECON 340 Advanced Analysis of Foreign Economics

Analysis of a particular country or region of the world outside the United States. Combined emphasis on methodology, history, culture, current institutional structure and economic problems.

Topic A : Seminar. The European Union

Morrison

History and analysis of economic integration within the European Union. Topics include trade, factor flows, regional variation, monetary unification, deepening, widening, and external policy.

Prerequisite: 200, 201, and 202.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

Topic B: Seminar. The Economies of Africa

NOT OFFERED IN 1998–99. This course will combine lectures and discussions of general themes with student research and presentations on specific countries in comparing and contrasting the economic experience of the nations of sub-Saharan Africa. Topics include: the economic impact of colonialism, land tenure institutions and agricultural production, food policy, primary product exports, migration and urbanization, and industrialization.

Prerequisite: 200 and 201.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

ECON 343 Seminar. Feminist Economics

Matthaei

An introduction to the new field of feminist economics, a diverse and multi-faceted set of analyses which critique conventional economic theories, analyze the economics of gender difference and inequality, and advocate policies to advance the position of women. Factual, methodological, theoretical, and policy questions will be explored. Has women's economic position been improving historically in the U.S. and in the world? Do existing economic theories embody a masculinist perspective? What role do labor markets play in perpetuating discrimination against women? How can economists best understand housework and childcare, and women's predominance in them? How do race, class, and sexuality differentiate women's economic experiences? What is a feminist analysis of welfare? What insights do feminists have for development economics? And finally, what would women's liberation mean, in economic terms?

Prerequisite: 201
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

ECON 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors who have taken 201 and 202; 200 is strongly recommended. 350 students will be expected to participate in the Economic Research Seminar (see 360).
Distribution: None
Semester: Fall, Spring Unit: 1.0

ECON 360 Senior Thesis Research

Students writing a senior honors thesis will be expected to participate regularly throughout the 360 and 370 in the Economic Research Seminar. This weekly seminar provides a forum for students conducting independent research to present their work to fellow students and faculty.

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ECON 370 Senior Thesis

Prerequisite: 360
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

Related Courses

Attention Called

AFR 219 Economic Issues in the African American Community

Directions for Election

Economics is the study of the universal problems of scarcity, choice, and human behavior. It contains elements of formal theory, history, philosophy, and mathematics. Unlike business administration, which deals with specific procedures by which business enterprises are managed, economics examines a broad range of institutions and focuses on their interactions within a structured analytical framework. The complete survey of economics consists of both 101 and 102, although neither 101 nor 102 is a prerequisite for the other, and either course may be elected separately for one unit of credit. Any student who plans to take economics after 101 and 102 should consult a department advisor.

The Major in Economics

The economics major consists of a minimum of nine (9) units. The major must include core coursework in microeconomics (101 and 201), macroeconomics (102 and 202), and statistics (QR 199 and 200), as well as at least two Grade III units (ordinarily not counting 350). A minimum of two 300-level courses must be taken at Wellesley unless a student has completed 300-level work in economics at MIT; in such a case, only one 300-level course needs to be taken at Wellesley.

Choosing courses to complete the major requires careful thought. All majors should choose an advisor and consult her/him regularly. Students are also advised to consult the Department Handbook, which deals with a variety of topics including preparation in mathematics, desirable courses for those interested in graduate study in economics, and complementary courses outside economics. Calculus, along with a few other mathematical tools, is central to the discipline. We therefore require MATH 115 or its equivalent for all 200, 201 and 202 sections, and thus for the major in economics. We encourage students to consult a departmental advisor about whether more mathematics courses might be desirable.

Honors in the Major

The department offers majors two programs for pursuing departmental honors. Under Program I, students complete two semesters of independent research (ECON 360 and 370) culminating in an honors thesis. Under Program II, a student would complete one semester of independent research (ECON 350) related to previous Grade III level coursework and would submit to an examination in economics that includes the topic covered in her research project. All honors candidates are expected to participate in the Economics Research Seminar.

The Minor in Economics

The economics minor is recommended for students wishing to develop competence in economics in preparation for work or graduate study in law, business, public administration, area studies, international relations, public health, or other such professions. The minor consists of 101, 102 and QR 199, plus two additional 200 level units, ordinarily excluding 200, 201 and 202. The plan for this option should be carefully prepared; a student wishing to add the economics minor to the major in another field should consult a faculty advisor in economics.

Students are urged to supplement their major or minor program in economics with courses from other disciplines in the liberal arts, such as history, mathematics, philosophy, political science and sociology.

Credit for Courses taken at other Institutions

In order to obtain credit for any economics course taken at another institution during the summer or academic year, approval must be obtained in advance from the department's Transfer Credit Advisor. In general, courses from two-year colleges will not be accepted at any level. Courses taken elsewhere will not normally be transferred at the Grade III level. Further, Economics 200, 201, and 202 should ordinarily be taken at Wellesley. Students may use an approved college-level introductory statistics course from another institution or discipline in place of QR 199; beginning with the class of 2000, students who plan to minor in economics must take 200 in place of QR 199 to complete their economics minor. These restrictions normally apply only to courses taken after enrollment at Wellesley. Transfer students wishing to obtain transfer credit for economics courses taken prior to enrollment at Wellesley should contact the department's Transfer Credit Advisor.

Placement and Exemption Examinations:

Students who enter with Advanced Placement credit in microeconomics or macroeconomics may choose to repeat the courses covered by the AP credit (in which case the credit is forfeited) or proceed to the second half of the introductory sequence (for those with one unit of AP credit) or to a 200-level elective (for those with two units of AP credit). AP credit in statistics can be used to place out of QR 199. We recommend seeking advice from the department on how to proceed, particularly for students contemplating a 200-level course in their first semester. AP credits do not count toward the minimum major or minor in Economics.

Department of Education

Professor: *Brenzel*

Associate Professor: *Beatty (Chair)*

Assistant Professor: *Hawes*

Instructor: *Speiser*

Associate in Education: *Walter Beevers (Head of English Department, Weston Public Schools), Denis Cleary (History Teacher, Concord Carlisle High School), Ellen Cumruff (Principal, Hunnewell School, Wellesley), Paula Fiorillo (Technology Specialist, Wellesley Public Schools), Jennifer Friedman (Teacher, Mather School, Boston), Reen Gibb (Science Teacher, Brookline High School), Beth Glass (Teacher, Schofield School, Wellesley), Matthew King (Superintendent, Wellesley Public Schools), Dennis McCowan (Head of Math Department, Weston Public Schools), Patricia Morris (Teacher, Mather School, Boston), Marilyn Nutting (Art Specialist, Wellesley Public Schools)*

Courses in the Education Department (with the exception of 250, 250H, 350 and 350H) fulfill either the Group B¹ or Group B² distribution requirement as indicated.

EDUC 102/WRIT 125 05 Education in Philosophical Perspective

Hawes

How can we better understand and guide learning? What are the great educational problems confronting each teacher, and each person in her own life? How can we use leading educational ideas of the past and the present? We will pursue these and similar questions through reading, reflection, discussion, and writing. Topics include: learning and teaching, educational aims and values, curriculum and schooling. *Open to all first-year students, this course satisfies the Writing 125 requirement and counts as a unit towards distribution requirements and towards the Education minor. Includes a third session each week.*

Prerequisite: None

Distribution: Epistemology and Cognition/B¹

Semester: Fall

Unit: 1.0

EDUC 102 Education in Philosophical Perspective

NOT OFFERED IN 1998–99. How can we better understand and guide learning? What are the great educational problems confronting each teacher, and each person in her own life? How can we use leading educational ideas of the past and the present? We will pursue these and similar questions through reading, reflection, discussion, and writing. Topics include: learning and teaching, educational aims and values, curriculum and schooling. Relevant field placement may be arranged as part of this course; it will be available for all students but especially for those wishing to fulfill requirements for teacher certification.

Prerequisites: None

Requirements: Epistemology and Cognition/B¹

Semester: N/O

Unit: 1.0

EDUC 212 History of American Education

NOT OFFERED IN 1998–99 Study of the various historical conflicts and controversies leading to the development of education as a central force in American culture. Topics include the popularization of educational institutions, their role in socializing and stratifying the young, and, generally, the effects of political, economic, and social forces in shaping American education. Emphasis will be placed on examining its frequently conflicting policies and purposes, especially in the late nineteenth and twentieth centuries.

Prerequisite: One course in history.

Distribution: Historical Studies/B¹

Semester: N/O

Unit: 1.0

EDUC 214 Youth, Culture, and Student Activism in Twentieth-Century America

Brenzel

Traditionally, educational institutions have separated youth from the larger society. At the same time, schools have been the seedbeds of youth unrest and student activism. The political activities of student groups will be studied in light of changing definitions of youth, their schooling, and dissent. We will address the relationship between society's efforts to educate the young and student activism among youth in schools as well as among "drop outs" and other disaffiliated groups.

Prerequisite: None

Distribution: Social and Behavioral Analysis/B¹ or B²

Semester: Spring

Unit: 1.0

EDUC 216 Education, Society, and Social Policy

Beatty

An examination and analysis of educational policies in a social context. The justification, formulation, implementation, and evaluation of these policies will be studied with emphasis on issues such as equal educational opportunity; desegregation; gender equity; tracking; school choice and finance reform; bilingual, special, and preschool education; and national standards. Relevant field placement may be arranged as part of this course, especially for students wishing to fulfill requirements for teacher certification.

Prerequisite: None

Distribution: Social and Behavioral Analysis/B²

Semester: Spring

Unit: 1.0

EDUC 220 Observation and Fieldwork

Hawes

Observation and fieldwork in educational settings. This course may serve to complete the requirement of at least three documented introductory field experiences of satisfactory quality and duration necessary for teacher certification. Arrangements may be made for observation and tutoring in various types of educational programs; at least one urban field experience is required.

Prerequisite: 300. Mandatory credit/noncredit. Open only to students who plan to student teach and by permission of the instructor.

Distribution: Social and Behavioral Analysis/B²

Semester: Fall, Spring

Unit: 1.0

EDUC 250 Research or Individual Study

Prerequisite: By permission of the department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

EDUC 250H Research or Individual Study

Prerequisite: By permission of the department.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

EDUC 300 Educational Theory, Curriculum, Instruction, and Assessment

Beatty

An intensive exploration of educational theories, teaching methods, and classroom practice. This course focuses on the relation of school curriculum to intellectual development, and learning, as well as on curriculum development, instruction,

testing, and assessment. Special additional laboratory periods for teaching presentations and an accompanying field placement for teacher certification are required.

Prerequisite: 102, 212, 216, PSYC 248, or MIT

11.124 or other approved course. By permission only.

Students must apply for admission by April 1st.

Required for teacher certification.

Distribution: Epistemology and Cognition/B²

Semester: Fall

Unit: 1.25

EDUC 302 Seminar. Methods and Materials of Teaching

Speiser, Hawes

Study and observation of teaching techniques, the role of the teacher, classroom interaction, and individual and group learning. Examination of curriculum materials and classroom practice in specific teaching fields.

Prerequisite: 300 and by permission of the department.

Open only to students doing student teaching.

Required for teacher certification.

Distribution: Social and Behavioral Analysis/B²

Semester: Spring

Unit: 1.0

EDUC 303 Practicum. Curriculum and Supervised Teaching

Speiser, Hawes, and Staff

Observation, supervised teaching, and curriculum development in students' teaching fields throughout the semester. Attendance at appropriate school placement required full time five days a week.

Prerequisite: Required for teacher certification.

Students must apply to the department for admission to this course in the semester before it is taken.

Corequisite: 302.

Distribution: Social and Behavioral Analysis/B²

Semester: Spring

Unit: 1.0

EDUC 304 Curriculum and Instruction in Elementary Education

Speiser, Cumiff, Fiorillo, Friedman, Glass, Morris, and Nutting

A semester-length seminar taught by a team of experienced teachers. This course focuses on instructional methods and curriculum materials used in elementary school classrooms, especially on the teaching of mathematics, reading, literature, science, and social studies.

Prerequisite: 300. By permission only. Begins in the fall but should be registered for during the spring semester only, simultaneously with student teaching. Required for elementary teacher certification.

Distribution: Epistemology and Cognition/B²

Semester: Fall, Spring

Unit: 1.0

EDUC 306 Seminar. Women, Education, and Work
Brenzel

Examination of ways in which the background of women and the structure of society and work affect the lives of women, from a historical, sociological, and public policy point of view. We will study the relationships between societal institutions and the intersections among women's lives, the family, education, and work.

Prerequisites: Open to juniors and seniors.
Distribution: Historical Studies/B¹ or B²
Semester: Spring Unit: 1.0

EDUC 308 Seminar. World Languages Methodology
Renjilian-Burgy

A course in the pedagogical methods of foreign languages intended to apply to any foreign language and to teaching English as a Second Language; emphasizes the interdependence of the four language skills—listening, speaking, reading, writing; introduces students to a theoretical study of linguistic and psychological issues necessary to evaluate new ways of presenting language material. This seminar will focus on selected texts and readings on the methodology of world-language teaching.

Prerequisite: By permission of the instructor.
Distribution: Social and Behavioral Analysis/B¹
Semester: Fall Unit: 1.0

EDUC 312 Seminar. History of Child Rearing and the Family
Brenzel

Examination of the American family and the emerging role of the state in assuming responsibility for child rearing and education. Study of the role of institutions and social policy in historical and contemporary attempts to shape the lives of children and families of differing social, economic, racial, and ethnic backgrounds.

Prerequisite: Open to juniors and seniors.
Distribution: Historical Studies/B¹
Semester: Fall Unit: 1.0

EDUC 350 Research or Individual Study
Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

EDUC 350H Research or Individual Study
Prerequisite: By permission of the department.
Distribution: None
Semester: Fall, Spring Unit: 0.5

Related Courses

For Credit Toward the Teacher Education and Education Studies Minor

AMST 101 Introduction to American Studies

ARTH 299 Museum Education

ECON 226 Education, Welfare, and Taxes

PSYC 207 Developmental Psychology

PSYC 208 Adolescence

PSYC 248 Psychology of Teaching, Learning, and Motivation

Directions for Election

A *minor in Teacher Education* consists of a minimum of five (5) units for high school or middle school teaching and seven (7) units for elementary school teaching. A *minor in Educational Studies* consists of a minimum of five (5) units. The College does not offer a major in Education. The Teacher Education minor consists of: (A) 102 or 212 or 216 or PSYC 248 or MIT 11.124 or other approved course; (B) PSYC 207 or 208 or MIT 9.85, and (C) 300, 302, and 303. For students seeking elementary certification, 304 and Brandeis Education 107A are also required. The Educational Studies minor consists of five (5) courses chosen from: 102, 212, 214, 216, 306, and 312, PSYC 207, 208, or 248, AMST 101, ARTH 299 or ECON 226 may be substituted for one of these courses. At least one 300-level course must be included.

With the exception of 300, 302, 303, 304, and 320 the department's courses are designed for all students and not simply those planning a career in public or private school teaching. Students who wish to be certified as high school (grades 9-12), middle school (grades 5-9), or elementary (grades 1-6) teachers should obtain the Department's published description of the requirements of the Commonwealth of Massachusetts and the College's program for meeting those requirements. Generally, the program requires students to take specific courses within their teaching fields (or, for elementary education, in psychology and education, including a course on the teaching of reading at Brandeis University), and five or six courses (two of which are the student teaching practicum and accompanying seminar, 303 and 302.) AP credits approved by the College may be counted

towards teacher certification. If students are not able to register for required introductory courses they should consult with the Department about alternatives.

In addition, teacher certification requires 75 hours of field work prior to student teaching. Students enrolled in EDUC 303 Practicum may register for EDUC 220, but are not required to do so. In some circumstances, students may meet some of the requirements by submitting evidence of independent field experience. Students should plan their program of studies to fulfill these requirements in consultation with a member of the Department as early as possible.

Students with a major in a field other than the ones specified for a particular teacher certification program, may apply to have a program of study deemed appropriate by the College for the particular field of certification consistent with the state's definition of a "Bachelor's Degree of Arts and Sciences." To do so, please consult the Department as soon as possible, and well before applying to EDUC 300.

Certification in Massachusetts is recognized by many other states.

For admission to 300, 302, 303, and 304, students must apply and be formally admitted to the teacher certification program. Applications are available in the Education Department.

Department of English

Professor: *Bidart, Sabin^{A2}, Cain^{A1}, Harman, Peltason, Rosenwald^A, Lynch (Chair)*
Visiting Professor: *Cagidemetrico*
Associate Professor: *Tyler, Shetley^{A2}, Meyer, Mikalachki, Brogan^A, Hickey*
Assistant Professor: *Cooper, Noggle^A, Ko^A, Lee*
Visiting Assistant Professor: *Fisher, Bellanca*
Visiting Instructor: *Rodensky*
Senior Lecturer: *Sides*
Lecturer: *Cezair-Thompson*
All courses in the English Department (with the exception of 350, 350H, 360 and 370) fulfill the Group A distribution requirement.

ENG 112 Introduction to Shakespeare
Peltason
Study of a number of representative plays with emphasis on their dramatic and poetic aspects.
Prerequisite: None. Especially recommended to non-majors.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Fall Unit: 1.0

ENG 113 Studies in Fiction
Peltason
A reading of some of the greatest novels and stories in English, American, and European literature. Taught primarily in lecture, this course will not be writing-intensive. Possible authors to be studied include Austen, Kleist, Stendhal, Flaubert, Dickens, Eliot, Twain, Chekhov, Tolstoy.
Prerequisite: None. Especially recommended to non-majors.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 114 Race, Class, and Gender in Literature
Sides
Topic for 1998-99: *Race, Class, and Gender in Selected Twentieth-Century Fictions*. A look back from the brink of the twenty-first century at how selected authors throughout this century have treated these issues. Discussion will emphasize how the literary values of the works make us feel so vividly the conflicts they stage. Readings

(all in English) will include novels (with a few exceptions) from Japan, Europe, the Caribbean, and the United States; the readings are organized in pairs in order to encourage discussion: Marguerite Duras, *Hiroshima mon amour* and Ernest Hemingway, *In Our Time*; Yasunari Kawabata, *Snow Country* and Banana Yoshimoto, *Kitchen*; Paule Marshall, *The Chosen People, the Timeless Place* and V.S. Naipaul, *A House for Mr. Biswas*; Thomas Pynchon, *The Crying of Lot 49* and Willa Cather, *The Professor's House*; Jeanette Winterson, *Oranges Are Not the Only Fruit* and Tobias Wolff, *This Boy's Life*.

Prerequisite: None. Especially recommended to non-majors.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 120 Critical Interpretation
Staff, Fisher, Peltason, Hickey, Tyler

A course designed to increase power and skill in critical interpretation by the detailed reading of poems.

Prerequisite: None. Primarily designed for, and required of, English majors. Ordinarily taken in first or sophomore year.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

ENG 120/WRIT 125 Critical Interpretation
Harman, Fisher, Rodensky, Cezair-Thompson

A course designed to increase power and skill in critical interpretation by the detailed reading of poems; with a third meeting each week to give special attention to student writing. These special sections of Writing 125 fulfill both the college Writing Requirement and the Critical Interpretation requirement of the English major.

Prerequisite: None. Primarily designed for, and required of, English majors. Ordinarily taken in first or sophomore year.
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

ENG 202 Poetry
Bidart

The writing of short lyrics and the study of the art and craft of poetry. *Enrollment limited to 18.*

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 203 Short Narrative
Sides, Cezair-Thompson, Schwartz

The writing of the short story; frequent class discussion of student writing, with some reference to established examples of the genre. *Enrollment limited to 18.*

Prerequisite: None
Distribution: Language and Literature
Semester: Fall, Spring Unit: 1.0

ENG 204 The Art of Screenwriting
Cezair-Thompson

The theory and practice of writing for film with special focus on a) original screenplays and b) screen adaptations of literary works. A creative writing course for those interested in film, drama, and fiction writing. Work includes writing scripts, watching and analyzing films, and a comparative study of literary works and their film adaptations e.g., Joyce/Huston's "The Dead," Hardy/Polanski's "Tess." *Enrollment limited to 18. Mandatory credit/non credit.*

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Spring Unit: 1.0

ENG 213 Chaucer
Lynch

Feminist, Misogynist, Heretic, Moralizer, Progressive, Reactionary—These are some of the conflicting labels that have been applied to Geoffrey Chaucer, enigmatic father of English poetry. This course will study Chaucer in his many incarnations, as courtly love poet, religious homilist, bawdy prankster, in the *Canterbury Tales* and selected shorter poems.

Prerequisite: None
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 222 Renaissance Literature

NOT OFFERED IN 1998-99. A survey of sixteenth-century literature with an emphasis on poetry. In addition to lyric poems spanning the century, epic poems by Spenser (Book 3 of *The Faerie Queene*) and Marlowe, and a play, the course will include early prose fiction about continental travel and London's criminal underworld.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ENG 223 Shakespeare Part I: The Elizabethan Period

Sabin, Mikalachki

The formative period of Shakespeare's genius: comedies such as *A Midsummer Night's Dream*, *As You Like It*, *Merchant of Venice*, and *Twelfth Night*; histories like *Richard III*, *Richard II*, *Henry IV (Parts 1 and 2)*; the early tragedy *Romeo and Juliet*; and the late Elizabethan masterpiece *Hamlet*. Attention to dramatic form and poetic language; performance practices; and thematic concerns ranging from gender relations and identities to national self-consciousness.

Prerequisite: 120

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Fall

Unit: 1.0

ENG 224 Shakespeare Part II: The Jacobean Period

Mikalachki, Cain

The great tragedies and the redemptive romances from the end of Shakespeare's career. Attention to tragic form and its transformation in romance; performance practices; and thematic concerns ranging from tragic heroism to gender relations. Plays to be chosen from a group that includes: *Othello*, *King Lear*, *Macbeth*, *Coriolanus*, *Antony and Cleopatra*, *Cymbeline*, *The Winter's Tale*, and *The Tempest*.

Prerequisite: 120

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Spring

Unit: 1.0

ENG 225 Seventeenth-Century Literature

Mikalachki

Religious, erotic, idyllic, speculative and political poetry and prose from one of the most inventive periods of English literature. Poets include Mary Sidney Herbert, John Donne, Ben Jonson, Amelia Lanyer, George Herbert, Andrew Marvell and others; prose works range from John Bunyan's *Pilgrim's Progress* to Aphra Behn's *Oroonoko*. Consideration of these texts as manifestations of the age that historians call the early modern period (that is, the period that became our own), and of the questions raised by these texts that continue to haunt us today: what is our relation to the divine, to our bodies, to our past (personal and cultural), to the natural world, to the state, and to each other—parents and children, husbands and wives, lovers, enemies, friends, patrons, and those who have written before us?

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ENG 227 Milton

Tyler

Paradise Lost is arguably the greatest poem in the English language, and Milton has dominated literatures written in that language since its publication in 1667. A sustained and concentrated study of this dazzling, poignant, ferocious epic, of the artistic, social and religious questions that inform it, and of the poems and prose that precede and follow it in Milton's astonishing career. Extended consideration of why Milton retains such a powerful hold on the literary imagination, and how his writing still informs western understandings of artistic inspiration, moral and social responsibility, and human relations.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

ENG 234 Eighteenth-Century Literature

NOT OFFERED IN 1998–99. A study of some great characteristic poetry and prose from the period between 1660 and 1789, with emphasis on the relation between creating social order and subverting it. Authors to be studied may include Locke, Congreve, Dryden, Pope, Swift, Johnson, Burney, and Blake.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

ENG 241 Romantic Poetry

Hickey

Poems, and some prose, by six fascinating and influential poets: Blake, Wordsworth, Coleridge, Shelley, Byron, and Keats. Consideration of such "Romantic" ideas as imagination, feeling, originality, the ideal of poetry as personal expression, the relation of self and other, the natural and the supernatural, altered states of being, mortality and immortality, poetry and revolution, the meaning of art, the importance of history, and many other absorbing matters.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

ENG 245 Victorian Literature

NOT OFFERED IN 1998–99. Study of a diverse group of poets whose work spans several decades of major social and aesthetic change: Tennyson, Robert Browning, Elizabeth Barrett Browning, D.G. Rossetti, Christina Rossetti, Swinburne, Arnold, Hopkins, and Hardy. Emphasis on close reading of the poetry, with

attention to its place in literary history and to the ways in which it engages with many of the compelling questions of its age—and of ours.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

ENG 251 Modern Poetry

Bidart

The modernist revolution in twentieth-century poetry, emphasizing its achievements and deep divisions. Poets to be studied include Yeats, Eliot, Pound, Frost, Stevens, Williams, and Moore.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

ENG 255 Modern British Literature

NOT OFFERED IN 1998–99. A survey of 20th-century British literature of all genres, focusing especially on later material. Writers to be studied may include Shaw, Orwell, Auden, Thomas, Beckett, Hughes, Spark, Amis, Stoppard, Larkin, Heaney, Carter, Winterson.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

ENG 261 The Beginnings of American Literature

NOT OFFERED IN 1998–99. A study of how American literature came into being, focusing on the period from the 1770s to the 1830s, and examining literary texts in their social, historical, and intellectual contexts. Authors likely to be included: Thomas Paine, Phillis Wheatley, Olaudah Equiano, Frederick Douglass, Susanna Rowson, James Fenimore Cooper, Ralph Waldo Emerson, Nathaniel Hawthorne, Edgar Allan Poe.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

ENG 262 The American Renaissance

Fisher

A study of the first great flowering of American literature, paying close attention to the central texts in themselves and in their relations with one another. Major authors: Emerson, Thoreau, Hawthorne, Melville, Whitman, Dickinson, Stowe, Jacobs.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ENG 266 Early Modern American Literature

Fisher, Cain, Cagidemetrico

A selection of literature from the period between the Civil War and the Great Depression, tracing the trajectory of American fiction from Realism to High Modernism. Emphasis on the ways that these texts invite and respond to questions about economics, social justice, sexual politics, and the role of literature in society. Attending closely to nuances of authorial style, classroom discussion will also consider each work in light of the ongoing debate between realism and formalism in art. Authors read will be drawn from the following: Twain, James, Crane, Roth, Chesnutt, Chopin, Dreiser, Wharton, Gilman, Stein, Toomer, Yeziarska, Fitzgerald, Hemingway, Faulkner, and Hurston.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

ENG 267 Late Modern and Contemporary American Literature

Cooper, Cagidemetrico

American literature from World War II to the present. Consideration of fiction, poetry, memoirs, essays, and film that reflect and inspire the cultural upheavals of the period. The various sections will use different emphases and approaches; possible writers to be studied include: Mailer, Morrison, Pynchon, Lowell, Bishop, Ginsberg, Burroughs, Nabokov, Ellison, Carver, Kingston, Roth, O'Connor, and DeLillo.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

Tyler

Special topic section: Literature of the White South. An examination of the relations between the artist as “artist” and the artist as “oppressor,” through readings of novels, poems, stories, diaries, letters, speeches, histories, hymns, and essays from and about the supposed ruling caste of the Southern nation. Texts will be drawn from William Faulkner, William Alexander Percy, John Crowe Ransom, Allen Tate, Robert Penn Warren, Flannery O'Connor, Eudora Welty, Walker Percy, and J.K. Toole.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ENG 271 The Rise of the Novel*Lee*

A study of how this dynamic genre, from humble and disguised beginnings, comes to attain the status of high literature. Focus on the way the eighteenth-century novel begins in forgeries, poses as real documents and letters, and eventually comes out of the closet as a kind of fiction uniquely suited to modern society. Special emphasis on the genre's enduring fascination with women and criminals and its obsession with matters of virtue and money. Authors may include Daniel Defoe, Samuel Richardson, Henry or Sarah Fielding, Frances Burney, Walter Scott and Jane Austen.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ENG 272 The Victorian Novel*Harman, Rodensky*

An exploration of the changing relationships of persons to social worlds in some of the great novels of the Victorian period. The impact on the novel of industrialization, the debate about women's roles, the enfranchisement of the middle and the working classes, the effect on ordinary persons of life in the great cities, the modification of culture—these and other themes will be traced in the works of some of the following: Jane Austen, Charlotte Brontë, Emily Brontë, Charles Dickens, George Eliot, Elizabeth Gaskell, George Gissing, Thomas Hardy.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

ENG 273 The Modern British Novel*Cezair-Thompson, Harman*

A consideration of the ways in which modernist writers reimagine the interests of the novel as they experiment with and reshape its traditional subjects and forms. From the frank exploration of sexuality in Lawrence, to the radical subordination of plot in Woolf, modernist writers reconceive our notion of the writer, of story, of the very content of what can be said. A selection of works by E.M. Forster, D.H. Lawrence, James Joyce, Virginia Woolf, Jean Rhys, V.S. Naipaul.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

ENG 282 Introduction to Literary Theory*Shetley*

An introduction to literary theory through applications. Readings of several important literary texts (probably including *Othello*, *Heart of Darkness*, *The House of Mirth*, and a selection of lyric poems), along with a range of critical essays from various theoretical perspectives: psychoanalytic, Marxist, New Historicist, structuralist, feminist, and deconstructive. Discussions will focus on techniques for applying theoretical perspectives to texts, aspects of texts that particular theories most successfully illuminate, ways in which theory is transformed through its encounter with specific texts, and strategies through which critics engage in dialogue over contested interpretations. Presupposes no background in literary theory.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

ENG 284 New Literatures*Lee*

An exploration of various English-language literatures that have not, as yet, become part of the English literary canon.

Topic for 1998–99: **The Literature of Asian America.** A survey of the literature produced in North America by writers of Asian descent. Certain themes and topics recur: for example, family mysteries, coming of age, and disorders of body, language, and memory. We will examine how these combine into a portrait of the peculiar dilemmas of nascent Asian-American selfhood. Authors will include Maxine Hong Kingston, Joy Kogawa, Frank Chin, Lois-Ann Yamanaka, Chang-rae Lee, Cathy Song, and Li-young Lee.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ENG 301 Advanced Writing/Fiction*Sides*

Techniques of fiction writing together with practice in critical evaluation of student work.

Prerequisite: Permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ENG 302 Advanced Writing/Poetry*Bidart*

Intensive practice in the writing of poetry.

Prerequisite: 202 or permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ENG 315 Advanced Studies in Medieval Literature

Lynch

Topic for 1998–99: The True Story of Troilus and Criseyde: Making History in the Middle Ages. In this comparative study of the love story of Troilus and Cressida, from its origins in the Middle Ages through Shakespeare's treatment in the Renaissance, we will focus on Shakespeare's cynical and Chaucer's more tender treatment of the lovers. We will also study versions of the story in Middle Scots and in English translations from Latin, Old French, Italian, and will examine historical backgrounds and theoretical problems of literary and historical reception.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ENG 320 Literary Cross Currents

Tyler

Topic for 1998–99: Conservatism. It is not only that most of our great writers seem politically conservative by conviction; it can be said as well that the major genres—tragedy, comedy—identify their wisdom with recognizing the irresistibility of established truths and limits. Even the literary itself, characterized by a refusal of direct statement or exhortation, seems constitutionally reluctant to enlist itself in progressive movements and causes. This course will provide a history of the idea of conservatism in English, as well as a critical meditation on the temptations and embarrassments of escaping into literature. Readings will begin with Edmund Burke, and we will shuttle back and forth among Shakespeare, Wordsworth, Marx, Austen, Yeats, Orwell, Faulkner, and many others.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Spring

Unit: 1.0

ENG 324 Advanced Studies in Shakespeare

Mikalachki

Topic for 1998–99: The Romances. Close study of Shakespeare's "romances": *The Tempest*, *The Winter's Tale*, *Cymbeline*, and *Pericles, Prince of Tyre*, with particular attention to questions of

dramatic genre and the place of these mixed-genre plays in Shakespeare's career. Written just after the great period of Shakespearean tragedy, the "romances" move quickly to seemingly insoluble tragic impasses in their early acts, only to resurrect themselves as comedies in finales that are as wonderful as they are improbable. It is this mixed quality that typifies the romances, which contain elements of fantasy and folktale, political history, pastoral escapism, and something very like the family drama of daytime television. Readings will include genre theory, source material, and major critical studies of the romances. Students will present individual research in class and work toward a final research paper on one of the plays.

Prerequisite: English 223 or 224, or permission of the instructor. Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Fall

Unit: 1.0

ENG 325 Advanced Studies in Sixteenth- and Seventeenth-Century Literature

NOT OFFERED IN 1998–99.

Prerequisite:

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

ENG 335 Advanced Studies in Restoration and Eighteenth-Century Literature

Lee

Topic for 1998–99: London Forms, London Experience. London, by the middle of the eighteenth century, was the largest city in the world, the home of one out of ten Englishmen, and the remarkable seedbed of new ways of thinking, behaving, and creating. This course will examine how London inspired new literary, artistic, and social forms, and how these forms in turn shaped the city and its inhabitants. Reading works such as Defoe's *Journal of the Plague Year*, John Gay's *The Beggar's Opera*, and Boswell's *London Journal*, we will see how high life and low life, politics and art, politeness and policing colluded to produce a distinctively modern vitality. We'll also explore urban forms of visual art, and the flourishing and unruly theater of the city, both in the streets and on the stage. The particular opportunities and dangers the city presented to women will be another of our themes, as we examine the works of London "bluestockings"

and female novelists such as Frances Burney, whose popular first novel, *Evelina*, provides a representative vision of London's perils and pleasures at the end of the century.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 345 Advanced Studies in Nineteenth-Century Literature

NOT OFFERED IN 1998-99.

Prerequisite:
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ENG 350 Research or Individual Study

Prerequisite: Open to qualified students by permission of the instructor and the chair of the department. Two or more Grade II or Grade III units in the department are ordinarily a prerequisite. Students of at least B+ standing in the work of the department shall have first consideration.

Distribution: None
Semester: Fall, Spring Unit: 1.0

ENG 350H Research or Individual Study

Prerequisite: Open to qualified students by permission of the instructor and the chair of the department. Two or more Grade II or Grade III units in the department are ordinarily a prerequisite. Students of at least B+ standing in the work of the department shall have first consideration.

Distribution: None
Semester: Fall, Spring Unit: 0.5

ENG 355 Advanced Studies in Twentieth-Century Literature

Cooper

Topic for 1998-99: Modern British Cinema. A survey of post-war British cinema, focusing especially on the stylistic and thematic innovations of the sixties and seventies. This course will attempt to come to grips with a cinematic tradition often thought too "arty" or "intellectual" by Hollywood standards. Directors studied will include Powell, Richardson, Lester, Losey, Roeg, Russell, Kubrick, Greenaway, and Freers.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 360 Senior Thesis Research

Prerequisite: By permission of the Chair. See Academic Distinctions

Distribution: None

Semester: Fall, Spring Unit: 1.0

ENG 363 Advanced Studies in American Literature

Bidart

Topic for 1998-99: Contemporary Poetry. The emphasis will be on the significance and structure of individual volumes—Elizabeth Bishop's *Geography III*, Robert Lowell's *Life Studies*, Allen Ginsberg's *Howl*, Frank O'Hara's *Lunch Poems*, Sylvia Plath's *Ariel*, Adrienne Rich's *Diving into the Wreck*, John Ashbery's *Self-Portrait in a Convex Mirror*, Louise Glück's *Meadowlands*, Robert Pinsky's *The Figured Wheel*, Rita Dove's *Thomas and Beulah*, Jorie Graham's *The Dream of the Unified Field*, Yusef Komunyakaa's *Dien Cai Dau*, among others—as well as discussion of radical challenges to mainstream conceptions of the nature of poetry (e.g., "Language poetry"). The aim is not a survey, but the achievement of individual authors and volumes in the context of aesthetic innovation.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.

Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 364 Race and Ethnicity in American Literature

Cagidemetrico

Topic for 1998-99: Nations and Selves: from *Ivanhoe* to *The Woman Warrior*. This course will focus on public and private representations of race and ethnicity in the nineteenth century "novel of the people," and in the twentieth century "novel in the self". Walter Scott's *Ivanhoe* will be read together with American stories of "vanishing Indians" and "tragic Mulattoes" from James Fenimore Cooper's *The Last of the Mohicans*, and Catharine Sedgwick's *Hope Leslie*, to Charles Chesnut's *The House Behind the Cedars*, and with fictions of self-growth such as Mary Antin's *The Promised Land*, Henry Roth's *Call It Sleep*, Jean Toomer's *Cane*, and Maxine Hong Kingston's *The Woman Warrior*. Investigating characters, plots, descriptions, and narrative voices in fictions that represent the shift from a concern with the nation to a concern with the individual, this course will ask questions such as the following: is the representation of the

modern self intrinsically shaped by ethnicity and race? is individual group memory more relevant than unified national memory? why are earlier figures of origin and national space questioned and reframed within personal concerns with displacement, family, generations, language, transmitted and acquired knowledge? does the representation of modern identity reflect a growing interest in citizenship rather than in nationhood?

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ENG 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

ENG 382 Criticism

Tyler

A survey of major developments in literary theory and criticism since the 1930s. Discussion will focus on important recent perspectives—including deconstruction, Marxism, and feminism—and crucial individual theorists—including Empson, Althusser, Derrida, Foucault, Cixous, and Zizek.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.
Distribution: Epistemology and Cognition or Language and Literature
Semester: Fall Unit: 1.0

ENG 383 Women in Literature, Culture, and Society

Harman

Topic for 1998–99: From New Women to New Novels. An exploration of the impact of the “new woman”—educated, mobile, sexually liberated—on late 19th- and early 20th-century novels by Gissing, Hardy, Robins, H.G. Wells, Woolf, and others.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ENG 384 Literature and Empire

NOT OFFERED IN 1998–99.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

ENG 385 Seminar. Advanced Studies in a Genre

Peltason

Topic for 1998–99: The Novel of Moral Argument. “A large sense is of course to be given to the term moral. Whatever bears upon the question, ‘how to live,’ comes under it.” (Matthew Arnold) A study of works by four British novelists—Jane Austen (*Mansfield Park* [1814] and *Emma* [1816]), George Eliot (*Middlemarch* [1872]), D.H. Lawrence (*Women in Love* [1921]), and Doris Lessing (*The Diary of a Good Neighbor* [1883], works that offer both great pleasure and a great range of social and psychological observation, but that also seem to impose upon their readers certain urgent recommendations about ‘how to live.’ Special attention will be given both to the complex meanings and morals of these great works, and to the distinctive ways in which literature—as opposed to other kinds of writing—makes its meanings and enforces its morals. Enrollment limited to 15 students.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

ENG 387 Authors

Meyer

Topic for 1998–99: Edith Wharton and F. Scott Fitzgerald. Close reading of the fiction of these two early 20th-century American writers, both of whom write extensively about the American upper class. Particular attention to issues of class and gender in the novels.

Prerequisite: Open to juniors and seniors who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor to other qualified students.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

Related Courses

For Credit Toward the Major

(The 300-level courses listed here count toward the major, but not toward the 300-level literature requirement.)

AFR 150 First and Second Year Student Colloquia. Topic for 1998–99: Internationalization of Black Power

AFR 201 The Afro-American Literary Tradition

AFR 211 Introduction to African Literature

AFR 212 Black Women Writers

AFR 234 Introduction to West Indian Literature

AFR 266 Black Drama

AFR 310 Seminar. Black Literature

AFR 335 Women Writers of the English-Speaking Caribbean

AMST 317 Seminar. Advanced Topics in American Studies. Topic for 1998–99: Defining Ethnicity in America

CLCV 104 Classical Mythology

CLCV 105 Greek and Latin Literature in Translation

CLCV 210/310 Greek Drama in Translation

EXTD 104 The Literatures of the Caribbean

EXTD 231 Interpretation and Judgment of Films

EXTD 232 New Literatures: Lesbian and Gay Writing in America

ICPL 330 Seminar. Comparative Literature. Topic for 1998–99: Narrative Practices

ITAL 263 Dante (in English)

ME/R 246 Monsters, Villains, and Wives

ME/R 247 Arthurian Legends

RUSS 286 Vladimir Nabokov

WOST 248 Asian-American Women Writers

WOST 305 Seminar. Representations of Women of Color in The U.S.

Directions for Election

Grade I literature courses are open to all students and presume no previous college experience in literary study. They provide good introductions to such study because of their subject matter or their focus on the skills of critical reading. Critical Interpretation (English 120) is open to all students, but is primarily designed as a requirement for English majors. The course trains students in the skills of critical reading and writing. Grade II courses, for the most part also open to all students, presume some competence in these skills. They treat major writers and historical periods, and provide training in making comparisons and connections among different works, writers, and ideas. Grade III courses encourage both students and teachers to pursue their special interests. They presume a greater overall competence, together with some previous experience in the study of major writers, periods, and ideas in English or American literature. They are open to all those who have taken two literature courses in the department, at least one of which must be Grade II, and by permission of the instructor or chair to other qualified students. For admission to seminars and for independent work (350), students of at least B+ standing in the work of the department will have first consideration. Students are encouraged to confer with the instructors of courses in which they are interested. Students should consult the more complete descriptions of all courses, composed by their instructors, posted on bulletin boards in Founders Hall, and available from the department secretary.

The English Department does not grant credit toward the major for AP or IB courses taken in high school. Because no course in the English department is considered the equivalent of a high school AP course, students may take any course in the department without losing any degree credits that they may have received for their performance on AP or IB examinations. First-year students contemplating further study in English are encouraged to consult the Department Chair or the advisor for first-year students in relation to their course selection. Students majoring in

English should discuss their programs with their major advisors, and should consult with them about any changes they wish to make in the course of their junior and senior years.

The English major consists of a minimum of ten (10) units, at least eight of which must be in areas other than creative writing. At least seven units must be above Grade I, and of these at least two units must be earned in Grade III literature, film or literary theory courses. *At least six of the units for the major must be taken in the Department, including the two required units in Grade III courses.*

Writing 125 does not count toward the major; courses designated 125/120 do satisfy the English 120 requirement as well as the Writing 125 requirement and will count as a unit toward the fulfillment of the major. Independent work (350, 360 or 370) does not count toward the minimum requirement of two Grade III courses for the major.

All students majoring in English must take Critical Interpretation (English 120), at least one course in Shakespeare (Grade II), and two courses focused on literature written before 1900, of which at least one must focus on writing before 1800.

Cross-listed courses may not be used to satisfy any of the above distribution requirements, with the exception of Medieval/Renaissance 246, which satisfies the pre-1800 distribution requirement. English 112, English 223 and English 224 do not satisfy the pre-1800 distribution requirement. Transfer students or Davis Scholars who have had work equivalent to 120 at another institution may apply to the chair for exemption from the Critical Interpretation requirement.

A minor in English consists of five (5) units: (A) 120 and (B) at least 1 unit on literature written before 1900 and (C) at least one Grade III unit, excluding 350 and (D) at least 4 units, including the Grade III course, taken in the Department; a maximum of 2 creative writing units may be included.

The department offers a choice of three programs for Honors. Under Program I the honors candidate does two units of independent research culminating in a thesis or a project in creative writing. Programs II and III offer an opportunity to receive Honors on the basis of work done for regular courses; these programs carry no additional course credit. A candidate electing Program II takes a written examination in a field defined by several of her related courses (e.g., the

Renaissance, drama, criticism). One electing Program III presents a dossier of essays written for several courses with a statement of connections among them and critical questions raised by them. Applicants for honors should have a minimum 3.5 GPA in the major (in courses above Grade I) and must apply to the Chair for admission to the program. A detailed description of the department's application procedure is available from the department secretary.

Special attention is called to the range of courses in writing offered by the College. Writing 125 is open to all students who want to improve their skills in writing expository essays. Writing 125X is open, with the permission of the instructor, to students who would benefit from a continuation of Writing 125 or from an individual tutorial. Writing 225 is made possible through an endowed fund given by Luther I. Replogle in memory of his wife, Elizabeth McIlvaine Replogle. It is a workshop designed for students who want training in expository writing on a level above that of Writing 125, and it satisfies the writing requirement for transfer students and Davis Scholars. Courses in the writing of poetry and fiction (Grades II and III) are planned as workshops with small group meetings and frequent individual conferences. In addition, qualified students may apply for one or two units of Independent Study (350) in writing. Grade II and Grade III courses in writing, and 350 writing projects as well, may at the discretion of the instructor be offered credit/noncredit/credit-with-distinction.

Knowledge of English and American history, of the course of European thought, of theatre studies, and of at least one foreign literature at an advanced level is of great value to the student of English.

Students expecting to do graduate work in English should ordinarily plan to acquire a reading knowledge of two foreign languages. They should also consult with the department's Graduate School Advisor, and with their departmental advisor, about courses that are appropriate for those considering graduate work in English.

Teacher Certification: Students interested in obtaining certification to teach English in the Commonwealth of Massachusetts should consult with the Chair of the English Department and the Chair of the Department of Education.

Department of French

Professor: Mistacco, Gillain, Lydgate, Respaut (Chair), Levitt, Raffy[^]

Associate Professor: Masson[^], Datta

Visiting Associate Professor: Cazenave

Assistant Professor: Rogers^{A2}, Petterson[^], Tranvouez[^]

Instructor: Aykanian, Prabhu

Lecturer: Egron-Sparrow

All courses are conducted in French. Oral expression and composition are stressed.

The Wellesley College language requirement is normally met with the completion of either French 201-202 or French 203-204. Students who have studied French in high school but who do not present an SAT achievement or AP score in French at admission will be placed into the appropriate French class on the basis of their scores on the French Department's placement test. Please see Directions for Election at the end of this section for information about possibilities for acceleration and about the major.

The Department reserves the right to place new students in the courses for which they seem best prepared and to assign them to specific sections depending upon enrollments.

Qualified students are encouraged to live at the Maison française and to spend their junior year in France on the Wellesley-in-Aix program or another approved program. See p. .

All courses in the French Department (with the exception of 350, 360 and 370) fulfill the Group A distribution requirement.

FREN 101-102 Beginning French

Lydgate, Cazenave, Staff

Intensive training in French, with special emphasis on culture, communication, and self-expression. A multi-media course, based on the video series *French in Action*. Weekly audiovisual presentations introduce new cultural and linguistic material. Regular video and audio assignments in the language laboratory. Three periods. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open to students who do not present French for admission or by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

FREN 201 Intermediate French

Datta, Prabhu, Egron-Sparrow, Staff

Continued intensive training in communications skills, self-expression, and cultural insight, using the video series *French in Action*. Regular video and audio assignments in the language laboratory. Additional reading and writing assignments along with further development of conversational skills. Three periods. *No credit will be given for this course unless both semesters (201-202) are completed satisfactorily.*

Prerequisite: 102, CEEB score of 490 or an equivalent departmental placement score, or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

FREN 202 Intermediate French

Datta, Prabhu, Egron-Sparrow, Staff

Speaking, reading and writing skills developed through discussion of plays, short stories, poems, newspaper articles, movies and television programs.

Prerequisite: 201 or 102 by permission.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

FREN 203-204 The Language and Culture of Modern France

Mistacco, Aykanian

Discussion of selected modern literary and cultural texts. Grammar review. Study of vocabulary and pronunciation. Frequent written and oral practice. Three periods. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course. Please see Directions for Election for possibilities for acceleration from 203.*

Prerequisite: For 203: CEEB score of 600, an equivalent departmental placement score, or an AP score of 1 or 2. For 204: 203 or 201 by permission.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

FREN 206 Intermediate Spoken French

Gillain, Egron-Sparrow, Cazenave

Practice in conversation, using a variety of materials including films, videotapes, periodicals, songs, radio sketches, and interviews. Regular use of the language laboratory.

Prerequisite: 202 or 204 or by acceleration from 203, a CEEB score of 650, an equivalent departmental placement score, or an AP score of 3.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

FREN 207 French Society Today*Datta*

An introduction to contemporary French society and culture, this course examines social groups and institutions and analyzes the nature of social change and conflict in France. Topics covered include the economy, the educational and political systems, the family, France's role in the European Union, and immigration. Readings are drawn from historical sources as well as from the French press.

Prerequisite: 202 or 204 or by acceleration from 203, a CEEB score of 650, an equivalent departmental placement score, or an AP score of 3.

Distribution: Language and Literature or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

FREN 208 Women and the Literary Tradition*Mistacco*

An introduction to women's writing from Marie de France to Marguerite Duras, from the Middle Ages to the twentieth century. The course is designed to develop an appreciation of women's place in French literary history. Special attention is given to the continuities among women writers and to the impact of their minority status upon their writing.

Prerequisite: 202 or 204 or by acceleration from 203, a CEEB score of 650, an equivalent departmental placement score, or an AP score of 3.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

FREN 209 French Literature and Culture Through the Centuries I: From the Renaissance to the Seventeenth Century

NOT OFFERED IN 1998-99. A survey of the major trends in French literature and culture from the Renaissance to French Classicism. Readings from a representative cross-section of genres and writers, 1450-1700, with frequent reference to the surrounding cultural context.

Prerequisite: 202 by permission of the instructor or 204 or by acceleration from 203, a CEEB score of 650, an equivalent departmental placement score, or an AP score of 3.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

FREN 210 French Literature and Culture Through the Centuries II: From the Enlightenment to the Present*Prabhu*

A study of major authors in their cultural contexts from the eighteenth to the twentieth centuries. Readings from Voltaire, Montesquieu, Diderot, Balzac, Flaubert, Gide, Camus and Bâ.

Prerequisite: 202 or 204 or by acceleration from 203, a CEEB score of 650, an equivalent departmental placement score, or an AP score of 3.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

FREN 211 Studies in Language I*Levitt, Aykanian, Cazenave*

Comprehensive review of French grammar, enrichment of vocabulary, and introduction to French techniques of composition and the organization of ideas.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5. Not open to students who have taken [222].

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

FREN 212 Studies in Language II

NOT OFFERED IN 1998-99. Skills in literary analysis and appreciation are developed through the close study of short stories, poems, and plays. Techniques of expression in French essay writing, including practice in composition and vocabulary consolidation, are emphasized.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5. Not open to students who have taken [223].

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

FREN 213 From Myth to the Absurd: French Drama in the Twentieth Century

NOT OFFERED IN 1998-99. An investigation of the major trends in modern French drama: the reinterpretation of myths, the influence of existentialism, and the theater of the absurd. Special attention is given to the nature of dramatic conflict and to the relationship between text and performance.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature or Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

FREN 214 Masterpieces of the XIX-Century Novel

NOT OFFERED IN 1998–99. Intensive study of narrative patterns, techniques and the representation of reality in major works by Balzac, Stendhal, Flaubert, Zola.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

FREN 215 Baudelaire, Verlaine, Rimbaud

NOT OFFERED IN 1998–99. Close study of a body of poetry which ranks among the most influential in Western literature, and which initiates modern poetics. Baudelaire: romanticism and the modern; Verlaine: free verse and the liberation of poetic form; Rimbaud: the visionary and the surreal. Analysis of texts and their historical context, through a variety of theoretical approaches.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

FREN 216 French Short Stories

NOT OFFERED IN 1998–99. This course will study a wide range of short texts from the rough and comic Fabliaux of the Middle Ages to the most modern Michel Tournier and Pierrette Fleutiaux's deconstruction of fairy tales, through a literary and cultural perspective.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

FREN 217 Books of the Self

Lydgate

Texts that seek to reveal the reality of the self in the space of a book. Readings of confessional and autobiographical works by Augustine, Abélard, Montaigne, Camus, Annie Ernaux, Roland Barthes, Maryse Condé. The compulsion to confess; secret sharing vs. public self-disclosure; the search for authenticity. Dominant discourse and the marginalization of minority voices. The role of the reader as accomplice, witness, judge, confessor.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

FREN 218 Responses to Colonialism and Decolonization: France and the Francophone World

NOT OFFERED IN 1998–99. Using literary and theoretical texts as well as films, this interdisciplinary course focuses on Francophone cultures in the Antilles, Africa, Canada and Viet Nam. Discussions will center on post/colonialism and decolonization, social evolution, cultural adaptation, assimilation and the question of representation.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

FREN 219 Love/Death

Respaut

This course investigates the connection between fiction and poetry and our fundamental preoccupation with the issues of love and death. Texts ranging from the Middle Ages to the twentieth century are studied, with an eye toward understanding how the thematics of love and death are related to story structure, narration, and the dynamics of reading.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

FREN 220 Myth and Memory in Modern France: From the French Revolution to May 1968

NOT OFFERED IN 1998–99. How do the French view their past and what myths have they created to inscribe that past into national memory? In this course, we will examine modern French history and culture from the perspective of "les lieux de mémoire," that is, symbolic events, institutions, people, and places that have shaped French national identity.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Language and Literature or Historical Studies

Semester: N/O

Unit: 1.0

FREN 221 Voices of French Poetry from Marie de France to Surrealism

NOT OFFERED IN 1998–99. The voices, forms and innovations of the French poetic tradition. The goals of this course are to examine and appreciate the place of song, love, laughter, and madness in the best works of French poets, women and men, from the twelfth-century poems of Marie de France to Baudelaire's *poèmes en prose*, Rimbaud's *délirers*, and Surrealism's *explosive écriture*.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an AP score of 4 or 5, or an equivalent departmental placement score.
Distribution: Language and Literature
Semester: N/O **Unit:** 1.0

FREN 224 Versailles and the Age of Louis XIV

Staff
Versailles will be used as a focal point for the study of the aesthetic and literary trends prevalent in seventeenth-century France, as well as the social and historical trends that accompanied them. Works from a wide range of genres (including films, plays and memoirs) will be chosen to examine the state of the arts in France under the Sun King.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an AP score of 4 or 5, or an equivalent departmental placement score.
Distribution: Language and Literature
Semester: Spring **Unit:** 1.0

FREN 225 The French Press

NOT OFFERED IN 1998–99. Reading and study of current newspaper and magazine articles as well as video. Analysis of cartoons, comic strips and advertisements. Ideological, sociological and stylistic differences are stressed. Systematic comparison with the American Press. Intensive practice in conversation and composition. Oral and written reports.

Prerequisite: At least one unit of 204, 206, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5. Not open to students who have taken FREN 225.
Distribution: Language and Literature or Social and Behavioral Analysis
Semester: N/O **Unit:** 1.0

FREN 226 Advanced Spoken French
Eggon-Sparrow

Practice in oral expression to improve fluency and pronunciation with special attention to grammatical structures, idiomatic vocabulary and phonetics. Contemporary French culture will be analyzed through various media. In addition to periodicals, cartoons, songs, videotaped news broadcasts and advertisements, extensive use will be made of recent French films without subtitles. *Not recommended for students who have studied in France.*

Prerequisite: One Grade II unit except 206, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.
Distribution: Language and Literature
Semester: Spring **Unit:** 1.0

FREN 227 Literature and the Supernatural

NOT OFFERED IN 1998–99. The goals of this course are to study the origins and popularity of French literature about the supernatural from the end of the thirteenth century to the twentieth century, to explore the specific narrative structure and themes of supernatural tales, and to understand what gives birth to images of the supernatural in figures such as the devil and the vampire.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.
Distribution: Language and Literature
Semester: N/O **Unit:** 1.0

FREN 230 Paris: City of Light

NOT OFFERED IN 1998–99. A study of Paris as the center of French intellectual, political, economic, and artistic life through an analysis of its changing image in literature from the Middle Ages to the present. Contemporary materials such as films, songs, and magazines are used to show how the myths and realities of the city's past influence Parisian life today.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.
Distribution: Language and Literature
Semester: N/O **Unit:** 1.0

FREN 240 Images of Women in French Film*Gillain*

A survey of films by major French directors that focus on a central female character. The course will study psychological, sociological and stylistic aspects of the representation of women in cinema and their changing images from the Thirties to the present. Women's roles within the family and society will be analyzed, as will status of film stars as mythic creations of an idealized woman. The films chosen for study will illustrate the history of French cinema over sixty years.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Fall

Unit: 1.0

FREN 259 Selected Topics*Lydgate*

Topic for 1998–99: Saint-Germain-des-Prés. The legendary neighborhood as a cultural crucible of post-Resistance Paris. Saint-Germain as the locus of an unprecedented concentration of literary and artistic talent following the Liberation of 1945. Existentialists, artists, café intellectuals, non-conformists. The discovery of American jazz and be-bop. Saint-Germain and the myth of the Left Bank. Study of texts by Sartre, Camus, Simone de Beauvoir, Boris Vian, Jacques Prévert; songs by Juliette Gréco, Léo Ferré; films.

Prerequisite: At least one unit of 204, 206, 207, 208, 209, or 210, a CEEB score of 700, an equivalent departmental placement score, or an AP score of 4 or 5.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Spring

Unit: 1.0

FREN 301 Forms, Reforms and Revolutions: The Middle Ages and Renaissance

NOT OFFERED IN 1998–99. Literary beginnings in the French Renaissance. The discovery and recovery of ancient culture and the waning of the Middle Ages: humanism, mysticism, the example of Italy, the advent of printed books, religious reform and counter-reform, individualism, skepticism. Effects of these forces on major Renaissance writers and on the new forms of expression their works reflect. Rabelais and the emergence of the novel. Montaigne and the origins of autobiography. Ronsard's reorientation of the love lyric. Louise Labé and Marguerite de Navarre: women in search of a language and a voice.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

FREN 303 Advanced Studies in the Seventeenth and Eighteenth Centuries: Corneille, Molière, Racine

NOT OFFERED IN 1998–99. This course will survey the development of classical theater in France as exemplified by the works of Corneille, Molière and Racine. Texts will be read in the context of the political, social and literary histories of the seventeenth century.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

FREN 304 Male and Female Perspectives in the Eighteenth Century Novel

NOT OFFERED IN 1998–99. Drawing from recent feminist inquiries into the politics of exclusion and inclusion in literary history, the course examines, in dialogue with masterpieces authored by men, novels by major women writers of the period, novels much admired in their time, subsequently erased from the pages of literary history, currently rediscovered. Works by Prévost, Claudine Alexandrine de Tencin, Françoise de Graffigny, Marie Jeanne Riccoboni, Rousseau, Diderot, Laclos, Isabelle de Charrière.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

FREN 305 Advanced Studies in the Nineteenth Century*Rogers*

Artistic and Political Revolutions from 1789 to 1851: The Rise and Fall of Romanticism. During the Romantic era, a series of political revolutions and coups paralleled equally tumultuous literary and artistic battles in a whirlwind of changes that forever altered the face of French society and culture. In this course, we will examine the source and nature of the Romantic spirit, its rebellion against Classicism, the conditions of its emergence and the causes of its decline.

Prerequisite: Two Grade II units, one of which must be 211 or above.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

FREN 308 Advanced Studies in Language I
Rogers

The techniques and art of translation are studied through an analysis of the major linguistic and cultural differences between French and English. Translations from both languages.

Prerequisite: Two Grade II units, one of which must be 211. Open to juniors and seniors only, or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

FREN 314 Cinema
Gillain

François Truffaut: An in-depth review of Truffaut's overall contribution to cinema. Includes readings from his articles as a film critic, a study of influences on his directorial work (Renoir, Hitchcock, Lubitsch) and a close analysis of twelve of his films using a variety of critical approaches: biographical, historical, formal, and psychoanalytical.

Prerequisite: Two Grade II units, one of which must be 211 or above.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: Spring Unit: 1.0

FREN 316 Duras
Mistacco

Duras: A study of Marguerite Duras's literary and film production centering on her poetics of the Other and her practice of *écriture féminine*. Figures of difference and marginality (including social outcasts, colonized people, madwomen, children, criminals, Jews, and women) will be examined in connection with Duras's subversion of sexual, familial, social, political, literary and cinematic conventions. Analysis of representative novels, films, short stories and plays. Readings from interviews, autobiographical texts, and articles, as well as from Duras's final reflections on her life and the experience of writing. New critical perspectives on her work.

Prerequisite: Two Grade II units, one of which must be 211 or above.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

FREN 318 Modern Fiction

NOT OFFERED IN 1998-99. The course examines various twentieth-century forms of fiction, including avant-garde and feminist works. Changes in the concept and practice of reading are related to intellectual currents and develop-

ments in the arts and film. Authors include André Gide, Samuel Beckett, Nathalie Sarraute, Alain Robbe-Grillet, Claude Simon, Marguerite Duras.

Prerequisite: Two Grade II units, one of which must be 211 or above.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 319 Women, Language, and Literary Expression

Topic A: NOT OFFERED IN 1998-99.
Difference: Fiction by 20th-Century Women Writers in France. Challenges to the institution of literature, to patriarchal thinking and male discourse in texts by Beauvoir, Colette, Cardinal, Chawaf, Duras, Wittig, and Djébar. The creative possibilities and risks involved in equating the feminine with difference. Perspectives on women, writing, and difference in colonial and post-colonial contexts. Readings from feminist theoreticians, including Cixous, Kristeva, and Irigaray.

Prerequisite: Two Grade II units, one of which must be 211 or above.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

Topic B: NOT OFFERED IN 1998-99.
Twentieth-Century Women's Writing: Subversion and Creativity. Reflective of women's experience in France and in former French colonies, original forms of expression exemplify the desire to subvert societal norms in confronting issues of family, tradition, and race. Texts by Colette, Beauvoir, Duras, Leduc, Wittig, Chawaf, Bouraoui and Warner-Vieyra.

Prerequisite: Two Grade II units, one of which must be 211 or above.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 321 Seminar

Topic A: NOT OFFERED IN 1998-99. **Critical Art: The Artist as Critic.** A study of the poet's emergence as an art critic between the eighteenth and twentieth centuries. Through the works of Balzac, Baudelaire, Mallarmé and Apollinaire, we will examine how writers and poets alike appropriate the discourse of visual artists and musical composers in an attempt to assert the hegemony of poetry and literature.

Prerequisite: Two Grade II units, one of which must be 211 or above.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

Topic B: NOT OFFERED IN 1998–99. Proust: *Metaphors of Artistic Creation*. A close reading of representative sections of Proust's *La Recherche du temps perdu*. Focusing on three central characters (a writer, a musician and a painter), we examine and question the way artistic media are confronted and fused thematically and aesthetically in *A La Recherche*. Other issues to be discussed include: the aesthetic experiences and quests of the hero and narrator, the initiation of the reader through reflexive reading, and narratology and reader-response applied to the Proustian text.

Prerequisite: Two Grade II units, including one in literature (213 or above).
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 327 The Feminine in Nineteenth Century Texts

NOT OFFERED IN 1998–99. A feminist perspective on women in fictional and non-fictional prose. Works by Balzac, Barbey d'Aureville, Maupassant, Michelet, and Sand.

Prerequisite: Two Grade II units, one of which must be 211 or above. Permission of the instructor is required.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

FREN 329 Colette/Duras: "A Pleasure Unto Death"

NOT OFFERED IN 1998–99. Two prolific authors whose works embrace the span of women's writing in the twentieth century, and who correspondingly illustrate the essential features of modern expression by women. Attention to the phases of a woman's life, sexuality, the figure of the mother, exoticism and race, and the relation between fiction and autobiography.

Prerequisite: Two Grade II units, one of which must be 211 or above.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

**FREN 330 French and Francophone Studies
Prabhu**

Questions of Identity in Post-Colonial Writing. An introduction to some of the Third World literatures of French expression: West Africa, North Africa, and the Caribbean. A study of the attempt to define the essence of the Francophone experience and identity through literary discourse.

Prerequisite: Two Grade II units, one of which must be 211 or above.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

**FREN 349 Studies in Culture and Criticism
Datta**

Topic A: La Belle Epoque: Politics, Society and Culture in France: 1880-1914. In the aftermath of World War I, French men and women looking back on the years immediately preceding, viewed them as a tranquil and stable period in French history. Yet during the era which subsequently became known as "la Belle Epoque," the French experienced changes of enormous magnitude: the invention of the automobile and the airplane, the emergence of both consumer culture and a working class, the development of a national press, and the expansion of an overseas colonial empire. Such ebullience was reflected in the flowering of the arts—witness the emergence of Paris as the capital of the European avant-garde. In this interdisciplinary course, which draws on literary texts and historical documents, as well as on films, posters, and songs, we will examine French society, politics, and culture during the era which ushered France into the modern age.

Prerequisite: Two Grade II units, one of which must be 211 or above.
Distribution: Language and Literature or Historical Studies
Semester: Fall Unit: 1.0

Topic B: NOT OFFERED IN 1998–99. French Cultural Identities. An exploration of French cultural identity in the context of European unification and the multimedia revolution. Study of social change and the transmission of culture through education materials, family life, popular myths and culture. Comparative approach using novels, films, newspapers, and television.

Prerequisite: Two Grade II units, one of which must be 211 or above.
Distribution: Language and Literature or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

FREN 350 Research or Individual Study

Prerequisite: Two Grade II units above 206.
Distribution: None
Semester: Fall, Spring Unit: 1.0

FREN 360 Senior Thesis Research

Prerequisite: By permission of Department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

FREN 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Directions for Election

Grade I: Course 101-102 is counted toward the degree but not toward the major. Students who begin with 101-102 in college and who plan to study abroad should consult the chair of the Department during the second semester of their first year.

Grade II: Course 203-204 may not be taken by students who have taken both 101-102 and 201-202. A student may not count toward the major both 201-202 and 203-204; or both 206 and 226.

Acceleration: Students who achieve a final grade of A or A- in 102 may, upon the recommendation of their instructor, accelerate to 202 or 203. Students who receive a grade of A or A- in 201 may, on the recommendation of their instructor, accelerate to 204. Students who receive a grade of A or A- in 203 may, on the recommendation of their instructor, accelerate to courses 206 through 210. Students who accelerate from 201 or 203 receive one unit of credit for 201 or 203 and satisfy Wellesley's language requirement upon successful completion of their second semester's work at Grade II.

Students who complete 203 during the first semester of their sophomore year and who wish to prepare for study abroad in France their junior year may take French 211 or 212 along with another 200-level course (204-210) as a corequisite during the second semester.

Majors: Majors are required to complete a minimum of eight (8) courses, including the following courses or their equivalents: either 211 [222] or 212 [223] and 308. The goals of a coherent program are: (a) Oral and written linguistic competence; (b) acquisition of basic techniques of reading and interpreting texts; (c) a general understanding of the history of French literature; (d) focus on some special area of study (such as a genre, a period, an author, a movement, criticism, poetics, contemporary French culture). All majors must take two 300-level French courses at Wellesley College. Students planning to major in French should consult with Michèle Respaut.

Students Interested in an interdepartmental major (and minor, if applicable) in French Cultural Studies, are referred to the section of the catalog where Interdepartmental Programs are described.

Graduate Studies: Students planning graduate work in French or comparative literature should write an honors thesis and study a second modern language and Latin.

Teacher Certification: Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult Michèle Respaut and the Chair of the Department of Education.

Geology

Professor: *Andrews, Thompson*

Associate Professor: *Besancon (Chair)*

Laboratory Instructor: *Waller*

All courses with laboratory meet for two periods of lecture, and one three-hour laboratory session weekly.

All courses in the Geology Department (with the exception of 350, 360 and 370) fulfill the Group C distribution requirement.

GEOL 100 Oceanography

Andrews

An introduction to ocean science with an emphasis on marine geology. Topics include ocean currents and sediments, ocean basin tectonics and evolution, coral reefs, deep-sea life, and marine resources. (No laboratory).

Prerequisite: None

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

GEOL 102 The Dynamic Earth with Laboratory

Staff

Introduction to geologic processes ranging from microscopic growth of mineral crystals to regional erosion and deposition by water, wind and ice to volcanism and earthquakes associated with global plate motions. Interactions between these dynamic systems and such human activities as mining, farming and development. Laboratory and field trips include study of minerals, rocks, topographic and geologic maps.

Prerequisite: None

Distribution: Natural and Physical Science

Semester: Fall, Spring

Unit: 1.0

GEOL 200 The Earth and Life through Time

Andrews

The Earth and life have been continually changing throughout the 4.6 billion years of Earth history. We will explore these changes, including the tectonic evolution of mountain ranges, the changing landscapes and environments across the North American continent, and the origin, evolution and extinction of the various life forms that have inhabited our planet. Students will have the opportunity to examine Wellesley's extensive fossil collection, and a field trip to fossil sites in New York State will be offered. (No laboratory).

Prerequisite: 102 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

GEOL 202 Mineralogy with Laboratory

Besancon

Minerals are the basic constituents of the earth. Starting with an introduction to crystallography, we will apply ideas of symmetry and order to the major techniques used to identify and characterize minerals: optical microscopy, x-ray diffraction, chemical analysis, and physical properties. We will then undertake a systematic study of the most common rock-forming minerals. Laboratory emphasizes optical, x-ray, and hand specimen characterization of minerals.

Prerequisite: 102 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.25

GEOL 204 Catastrophes and Extinctions

Andrews

Our planet has not always been a safe place on which to live, as mass extinctions have punctuated the history of life and dramatically altered the course of evolution. Among the topics we will explore are the process of evolution and the nature of the fossil record, gradual change versus catastrophic events, dinosaurs and their extinction, periodicity of mass extinctions, the prospect of future extinctions and an evaluation of the possible causes of extinctions, including sea-level changes, climate changes, volcanism and meteorite impacts. (No laboratory). *Normally offered in alternate years.*

Prerequisite: 102 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

GEOL 207 Earth Resources

Besancon

Materials taken from the earth are a fundamental part of modern civilization. We obtain metals, chemicals, fuels, building materials, plastics, gemstones, and even water from the earth's crust. This course will examine the environments in which various materials are found, and how they are discovered and developed. We will focus particularly on oil, gas, and coal as energy sources. (No laboratory). *Normally offered in alternate years.*

Prerequisite: 102 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

GEOL 211 Geology and Human Affairs

Thompson

This course will focus on interactions between people and their physical environment. Geological component to emphasize soils, coastal and glacial processes and deposits, surface and groundwater flows, fractures and faults in bedrock as fluid conduits. Human impacts will be examined in terms of adverse effects on geological systems and in terms of protective environmental regulation and remediation. Case studies will highlight recent and ongoing projects in New England relating to hazardous waste management, water supply protection, wastewater disposal and the Boston Harbor Cleanup. (No laboratory). *Normally offered in alternate years.*

Prerequisite: 102 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

GEOL 214 North America: A Tale of Two Seacoasts

Thompson

The evolution of North America in terms of plate tectonic processes presently operating on the "passive" Atlantic seaboard and the tectonically active Pacific coast. Similar vertical movements, faulting and volcanism will be traced backward as formative processes in the Cenozoic and Mesozoic mountains of the Cordillera, the Paleozoic Appalachian chain and deeply eroded Precambrian belts of the continental core. We will also touch on glaciation and other landscape-forming processes. This course is writing-intensive. (No laboratory). *Normally offered in alternate years.*

Prerequisite: 200 or by permission of the instructor.

Not open to students who have taken [314].

Distribution: Natural and Physical Science

Semester: Fall

Unit: 1.0

GEOL 220 Volcanoes: Agents of Global and Regional Change

Besancon

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. From Mount Saint Helens to Vesuvius to Krakatau, volcanoes affect global climate, change landscape evolution, and are sometimes the cause of tremendous disasters. Understanding the wide variety of phenomena associated with volcanoes provides a broad perspective on how science can be used to protect lives and further human needs and interests.

Using geologic literature, Internet search, and a general text, we will study case histories of volcanoes on earth and through the solar system. Written papers and oral presentations will be important parts of the course. (No laboratory). *Normally offered in alternate years.*

Prerequisite: One or more previous courses in Geology.

Distribution: Natural and Physical Science

Semester: N/O.

Offered in Spring 1999-2000.

Unit: 1.0

GEOL 304 Stratigraphy and Sedimentation with Laboratory

Thompson

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. Formation, composition, and correlation of stratified rocks. Emphasis on sedimentary environments, transportation of sedimentary particles, sediment diagenesis, and sedimentary petrography. Laboratory and field trips. *Normally offered in alternate years.*

Prerequisite: 202

Distribution: Natural and Physical Science

Semester: N/O.

Offered in Spring 1999-2000.

Unit: 1.25

GEOL 305 Paleontology with Laboratory

Andrews

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. The morphology and evolution of the major invertebrate fossil groups. Discussion of functional morphology, origin of species and higher taxa, extinctions, ontogeny and phylogeny, and vertebrate evolution. Laboratory. *Normally offered in alternate years.*

Prerequisite: 200 or by permission of the instructor.

Distribution: Natural and Physical Science

Semester: N/O. Offered in Fall 1999-2000.

Unit: 1.0

GEOL 306 Structural Geology with Laboratory

Thompson

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. Introduction to geometry and origin of rock structure ranging from microtextures and fabrics to large-scale folding and faulting. Emphasis on processes of rock deformation in terms of theoretical prediction and experimental findings. Laboratory and field trip. *Normally offered in alternate years.*

Prerequisite: 102 or by permission of the instructor.

Not open to students who have taken [206].

Distribution: Natural and Physical Science

Semester: N/O. Offered in Fall 1999-2000.

Unit: 1.0

GEOL 309 Petrology with Laboratory

Besancon

Study of the origin and occurrence of igneous and metamorphic rocks with particular reference to modern geochemical investigations. Examination and description of hand specimens and thin sections using the petrographic microscope. Laboratory. *Normally offered in alternate years.*

Prerequisite: 202

Distribution: Natural and Physical Science or Mathematical Modeling

Semester: Spring

Unit: 1.25

GEOL 311 Hydrogeology with Laboratory

Besancon

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. Investigation of water supply and use. Principles of surface and groundwater movement and water chemistry are applied to the hydrologic cycle in order to understand sources of water for human use. Quantity and quality of water and the limitations they impose are considered. Laboratory. *Normally offered in alternate years.*

Prerequisite: 102 and permission of the instructor.

Distribution: Natural and Physical Science or Mathematical Modeling

Semester: N/O.

Offered in Spring 1999-2000.

Unit: 1.25

GEOL 349 Seminar.

Topic for Seminar in 1998-99 to be determined. *Normally offered in alternate years.*

Prerequisite: None

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

GEOL 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

GEOL 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

GEOL 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Directions for Election

In addition to eight (8) units in geology, normally to include 200, 202, 304, 306, and 309, the minimum major requires four units from other laboratory sciences, mathematics, or computer science. All four units may not be taken in the same department. A student planning graduate work should note that most graduate geology departments normally require two units each of chemistry, physics, and mathematics. Biology often may be substituted if the student is interested in paleontology.

The department recommends that students majoring in geology take a geology field course, either the 12.114 - 12.115 sequence offered in alternate years by MIT or a summer geology field course offered by another college.

A minor in geology (5 units) consists of: (A) 102 and (B) 2 units in one of the four following areas of concentration: I. (Paleobiology) 200, 204, 305 or II. (Structural Geology) 306, 214 or III. (Petrology) 202, 304, and 309 or IV. (Environmental Geology) 211, 311 and (C) 2 additional 200- or 300-level units.

Department of German

Professor: Ward (Chair), Hansen, Kruse

Associate Professor: Nolden

Assistant Professor: Leventhal

Visiting Instructor: Storz

Director of Wellesley-in-Konstanz Program:
Ursula Dreher

The language of instruction above the 100 level is almost exclusively German unless otherwise noted, students thus have constant practice in hearing, speaking, and writing the language.

The department reserves the right to place a new student in the course for which she seems best prepared, regardless of background and number of units she offers for admission.

Students in German 201 who wish to accelerate at the intermediate level may apply to the January-in-Vienna program. Participants travel to Vienna for three weeks in January where they study with a professor from the German Department. During their stay they complete German 202 and receive credit as they would for a course taken on campus. In addition, students will complete a 0.5 credit course taught in English by a second faculty member from Wellesley. Upon returning for the second semester at Wellesley, students are encouraged to continue in 231, 220 or 222.

Qualified students are encouraged to spend the junior year in Germany on the Wellesley-in-Konstanz program or another program approved by the College.

All courses in the German Department (with the exception of 250, 250H, 350, 350H, 360 and 370) fulfill the Group A distribution requirement.

GER 101-102 Beginning German

Hansen, Storz

An introduction to contemporary German with emphasis on communicative fluency. Extensive practice in all four skills: listening, speaking, reading and writing. Regular use of language lab required. Occasional video and computer assignments. Topics from contemporary culture in German-speaking countries.

Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course. This course meets four times a week.

Prerequisite: None

Distribution: None

Semester: Fall, Spring

Unit: 1.0

GER 120/WRIT 125 Views of Berlin

Ward

From the brilliant cultural metropolis of the 1920s to the current "post-wall" period, the city of Berlin will provide the vantage point for a survey of seven decades of German history and culture. We will study films, literary texts, political language and art in order to gain a better understanding of the "German Question" and the special status of Berlin within it. Written work will include a research assignment tailored to individual interests. *Includes a third session each week. Students enrolled in German courses, particularly 201, are encouraged to fulfill the Writing 125 requirement with this class.*

Prerequisite: Open to all first-year students, this course satisfies the Writing 125 requirement and counts as a unit for the German Studies major.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

GER 121/WRIT 125 Turn of the Century Vienna: The Birth of Modernism.

NOT OFFERED IN 1998-99. The resplendent culture of *fin-de-siècle* Vienna reveals the early concerns of the 20th century. While the 600-year old Habsburg monarchy preserved continuity in Austria, a nervous sense of finality pervades the period. Nostalgia clashes with social change to produce a remarkable tension in the music, art, literature, and science of the period. These disciplines reach breakthroughs that are the roots of the modern temperament: Sigmund Freud in psychology; Oskar Kokoschka and Gustav Klimt in art; Hugo von Hofmannsthal and Arthur Schnitzler in literature; Mahler, Schoenberg, and Webern in music; Theodor Herzl, founder of Zionism, in social thought. The course will study representative works to explore this phenomenon. *Includes a third session each week. Students enrolled in German courses, particularly 201, are encouraged to fulfill the Writing 125 requirement with this class.*

Prerequisite: Open to all first-year students, this course satisfies the Writing 125 requirement and counts as a unit for the German Studies major.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

GER 201-202 Intermediate German*Leventhal*

Strengthening and expanding of all language skills with special emphasis on idiomatic usage. Thorough grammar review, oral and aural practice in classroom and language laboratory, readings on contemporary cultural topics, extensive practice in composition. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course. Includes a third session each week.*

Prerequisite: One to two admission units and placement exam, or 101-102.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

GER 220 Advanced Conversation

NOT OFFERED IN 1998-99. Designed for students who wish to refine their oral proficiency. Systematic introduction to various types of spoken discourse using materials from broadcast and print media (television, radio plays, newspapers and magazines). Contemporary issues in German-speaking countries will be the focus of class discussions. *Two periods.*

Prerequisite: 201-202 or placement exam or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

GER 222 Language in Performance*Nolden*

Intensive practice in oral communication and presentation. The course will culminate in the production of a stage or radio play. *The course meets during the first half of the semester; two periods with additional rehearsal time.*

Prerequisite: 201-202 or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 0.5

GER 231 Advanced Studies in Language and Culture*Nolden (Fall), Hansen (Spring)*

Development of communicative skills necessary to negotiate complex meaning in reading, speaking and writing. We will study facets of contemporary culture in Germany, Austria and Switzerland. Review of selected grammar topics. Texts will include some poetry, short stories, and a novel. Offered in both semesters. *Designed for*

students with four semesters of language training or equivalent. Required for the majors in German Language and Literature and in German Studies unless exempted by the department by virtue of linguistic proficiency. Includes a third session each week.

Prerequisite: 201-202 or placement examination.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

GER 240 German Studies: Methods, Texts, and Contexts*Ward*

This course is designed to familiarize students with a wide variety of approaches to literary and non-literary texts. Students will develop skills in critical interpretation through close readings. The course explores a variety of critical methods and stresses historical and social forces that shape culture. *Because of the skills and texts covered, German 240 is considered a foundation course that prepares majors and non-majors alike for more advanced study. Taught in German. Includes a third session each week.*

Prerequisite: 231 or by permission of the department.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

GER 244 German Cinema 1919 to 1945 (in English)

NOT OFFERED IN 1998-99. Survey of German cinema from the silent era through the golden age of the late 1920s to the end of World War II. Films by F. W. Murnau, Fritz Lang and Leni Riefenstahl among others. We will consider new readings of classic films like *The Cabinet of Dr. Caligari*, *Metropolis*, and *The Blue Angel*. Special emphasis on the portrayal of women and theories of the female spectator.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

GER 246 History and Memory in New German Cinema (in English)*Nolden*

This course will analyze the representation of history and memory in the New German Cinema through representative films. Excerpts from other related films of New German Cinema, cinema in the German Democratic Republic, and other cinematic traditions (French New Wave, German Expressionism, Hollywood) will be

compared and contrasted. Issues to be discussed include: narrative strategies and the representation of the recent German past; different forms of history; the role of the media for national identity; gender and the burden of memory; questions of spectatorship; cinema and post-modern aesthetics. *Lectures, readings and discussions in English; all films subtitled. Film screenings will be in addition to the lectures and discussions.*

Prerequisite: None
 Distribution: Arts, Music, Theatre, Film, Video or
 Historical Studies
 Semester: Spring Unit: 1.0

GER 249 Heroic Legends, Courtly Love, and Reformation Satire

NOT OFFERED IN 1998–99. A history of German-speaking culture and its literary texts from the eighth to the sixteenth century. Our study begins with the emergence of the Germanic tribes and the German language. Readings from pre-Christian heroic poetry and the *Nibelungenlied* will be followed by the courtly love poetry of the high middle ages and the Arthurian epic *Parzifal*. We shall also touch upon the music and architecture of the period as well as the achievements of Hildegard von Bingen. The historical and intellectual causes of the reformation will be explored in the person of hymn writer, bible translator, and polemicist Martin Luther. The culture of humanism culminates with the first book written for the new technology of the printing press, the satirical *Narrenschiff* (Ship of Fools). *Taught in German. All texts read in modern German translation.*

Prerequisite: 231 or by permission of the instructor.
 Distribution: Language and Literature
 Semester: N/O Unit: 1.0

GER 250 Research or Individual Study

Prerequisite: Open by permission.
 Distribution: None
 Semester: Fall, Spring Unit : 1.0

GER 250H Research or Individual Study

Prerequisite: Open by permission.
 Distribution: None
 Semester: Fall, Spring Unit : 0.5

GER 253 Music and Literature: the German Tradition (in English)

NOT OFFERED IN 1998–99. This course will examine important examples of the interplay of text and music from J. S. Bach to the present, including examples of various genres—cantatas, operas, art songs, symphonies. Topics include: cantatas by Bach, *Lieder* by Schubert and Schumann, symphonies by Beethoven and

Mahler, and *Der fliegende Holländer* by Wagner, as well as works by 20th century composers such as Schoenberg and Berg. *The course will be taught in English, but reading knowledge of German is required. Two periods.*

Prerequisite: 201-202 or by permission of the instructor.
 Distribution: Arts, Music, Theater, Film, Video or Language and Literature
 Semester: N/O Unit: 1.0

GER 255 The Woman Question 1750 to 1900

NOT OFFERED IN 1998–99. From Theodor Gottlieb von Hippel's essay "On Improving the Status of Women" to "Volkish" theories about woman's societal role near the turn of the century, we will trace the way the "Frauenfrage" was posed and answered in German-speaking countries. The role of women in Romantic thought and their activity in Romantic circles and salons; the way in which the debate was changed by the revolutionary convulsions of 1848. The development of an organized women's movement in the 1870s and 1880s. We will read essays on women's education and marriage: poetry and short stories, letters, diaries and travel literature by women which reflect a range of attitudes toward the "Frauenfrage"; as well as men's contributions to the debate from Hippel to August Bebel's *Women under Socialism. Taught in German.*

Prerequisite: 231 or by permission of the instructor.
 Distribution: Historical Studies or Language and Literature
 Semester: N/O Unit: 1.0

GER 268 Richard Wagner: his Critics and Defenders (in English)

Hansen

Richard Wagner—composer, poet, critic—is a controversial figure in German culture. This course will examine in depth the four operas that make up his great mythical tale of lust and power, *The Ring of the Nibelung*. Beginning with the tradition of Scandinavian mythology, we shall read the saga texts that were Wagner's sources. We shall explore the cultural function of myth in literature, music, and ultimately in politics. We shall study major responses to Wagner, concentrating on his contemporary, philosopher Friedrich Nietzsche (*The Birth of Tragedy*), and short works by Thomas Mann. In addition, we shall also explore Wagner's own theoretical writings and his subsequent use by National Socialism. *Two periods, with additional evening listening sessions.*

Prerequisite: None

Distribution: Language and Literature or Arts, Music,
Film, Video

Semester: Fall

Unit: 1.0

GER 273 Berlin in the Twenties

Ward

Berlin, the capital of Germany during the Weimar Republic, was a center of cultural activity in the 1920s. Topics include: political and social change within the economic dislocation caused by World War I; Berlin's urban milieu as the backdrop for avant-garde culture; the rise of National Socialism. Texts and issues from various media: autobiography, fiction, theater, cabaret, film, art and architecture. *Taught in German, two periods.*

Prerequisite: 231 or by permission of the instructor.

Distribution: Arts, Music, Theater, Film, Video or
Language and Literature

Semester: Fall

Unit: 1.0

GER 274 Postwar German Culture

NOT OFFERED IN 1998-99. A survey of cultural, social, and political developments in Germany since 1945. Texts will be drawn from literature, history, and autobiography. Special emphasis on advanced skills of reading and writing German. *Taught in German.*

Prerequisite: 231 or by permission of the instructor.

Distribution: Historical Studies or Language and
Literature

Semester: N/O

Unit: 1.0

GER 275 Kafka and Mann (in English)

NOT OFFERED IN 1998-99. The course will explore a selection of major works by two literary giants of the twentieth century, Franz Kafka (1883-1924) and Thomas Mann (1875-1955). Texts will include one novel and several short works by each. *Lectures, discussions in English. Reading and writing in English or German. Students who wish to receive credit toward the major in German Language and Literature or German Studies should inform the instructors.*

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

GER 277 Romanticism

NOT OFFERED IN 1998-99. The impact of Romantic thought on literature and society from the late eighteenth through the mid-nineteenth century. Emphasis on lyric poetry and short prose forms including fairy tales, novellas, fragments, letters. Attention to the special role of women in the German Romantic movement and their impact on both literary and social forms. Themes to be considered: discovery of the unconscious, fantasy, androgyny, "Geselligkeit." *Taught in German.*

Prerequisite: 231 or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

GER 280 German Cult Texts

NOT OFFERED IN 1998-99. Critical analysis of works that were read with fascination and obsession by large audiences will help us understand important trends and movements in social and cultural history. Our study of the mass appeal of Kultbÿcher will begin with Goethe's *Werther* (1774) and end with Christa Wolf's *Kassandra* (1983). Works by Nietzsche, Rilke, Hesse, Ende, among others. Primary focus on the 20th century. *Taught in German.*

Prerequisite: 231 or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

GER 282 Shaping of a Nation

NOT OFFERED IN 1998-99. The historical construction of German national identity from the eighteenth century to the present. Objects of inquiry: the competing notions of *Kulturnation* and *Staatsnation*; structure and role of national myths; the 'German question'; the 'other' Germany; processes of unification. Literary texts, political essays and documents, architecture, film. *Taught in German.*

Prerequisite: 231 or by permission of the instructor.

Distribution: Historical Studies or Language and
Literature

Semester: N/O

Unit: 1.0

GER 287 German Short Prose (*Märchen* and *Novelle*)

NOT OFFERED IN 1998–99. A survey of short prose masterpieces from the 19th through the 20th centuries. Texts chosen demonstrate the aesthetic and social concerns of representative writers from major literary-historical periods (Romanticism, Realism, Naturalism, Turn-of-the-Century, Expressionism, post-War). Emphasis on the development of the *Novelle* genre and techniques of literary interpretation. *Taught in German.*

Prerequisite: 231 or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

GER 325 Goethe

NOT OFFERED IN 1998–99. Texts from all phases of Goethe's literary career will be studied in their socio-historical context. Readings will include: poetry, dramatic works including *Faust*, and narrative works. *Taught in German.*

Prerequisite: One Grade II unit, 240 or above taught in German, or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

GER 329 Readings in Eighteenth-Century Literature

Nolden

The problems and issues of the Enlightenment, Storm and Stress, and Early Romanticism will be studied in their historical context. Special focus on literary images of women in the 18th century. Texts by Gellert, Lessing, Wagner, Goethe, E. Schlegel, Schiller, Kleist. *Taught in German, two periods.*

Prerequisite: One Grade II unit, 240 or above taught in German, or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

GER 344 German Cinema 1919 to 1945

NOT OFFERED IN 1998–99. Same course as 244 above, with additional readings in German and films without subtitles, plus an additional weekly class meeting taught in German with discussions and oral reports in German.

Prerequisite: One Grade II unit, 240 or above taught in German, or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

GER 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

GER 350H Research or Individual Study

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring

Unit : 0.5

GER 353 Music and Literature: the German Tradition

NOT OFFERED IN 1998–99. Same course as German 253 above, with additional readings in German, and an additional weekly class meeting taught in German with discussions and oral reports in German.

Prerequisite: One Grade II unit, 240 or above taught in German, or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or

Language and Literature

Semester: N/O

Unit: 1.0

GER 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

GER 368 Richard Wagner: His Critics and Defenders (in German)

Hansen

Same course as German 268 above, with additional readings in German, and an additional weekly class meeting taught in German with discussions and oral reports in German.

Prerequisite: One Grade II unit, 240 or above, or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or

Language and Literature

Semester: Fall

Unit: 1.0

GER 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

GER 389 Franz Kafka

Kruse

We shall discuss all aspects of Kafka's life, writing, and reception after his death by reading his three novels: *Amerika* (Der Verschollene), *Der Prozess*, and *Das Schloss*; his shorter narratives, including "Das Urteil," "Die Verwandlung," "In der Strafkolonie," "Der Hungerkünstler," and others; his parables, paradoxes, and other brief texts; his diaries; and his "Briefe an Felice." We will examine Kafka and his works in the historical and social context of early 20th-century Central Europe, study the special problems of Kafka interpretation, and evaluate his role as a cultural icon 75 years after his death.

Prerequisite: One Grade III unit or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: Spring

Unit: 1.0

Please see the list of courses under Courses in Literature in Translation.

Directions for Election

The department offers majors in Language and Literature, in German Studies, as well as a minor in German. 101-102 is counted toward the degree but not toward the major or minor. Students who begin German at Wellesley and wish to major will be encouraged to advance as quickly as possible to upper-level work by doing intermediate language training during the summer or accelerating in our January-in-Vienna 202 program during Wintersession.

The German Department will grant one unit of credit toward the degree for an Advanced Placement score of 4 or 5. Because the AP credit is considered the equivalent of German 202, a student will not get the Advanced Placement credit if she takes 202 or a lower course. A score of 3 will satisfy the foreign language requirement, but receives no credit.

The Major in Language and Literature

The major in Language and Literature develops advanced language skills with emphasis on the critical reading of texts while also stressing a deeper acquaintance with the literary and cultural traditions of German-speaking countries. 202 may count to the 8-unit minimum major. 231 and two 300 level units are required, either 325

or 329 (offered in alternate years) and one seminar (389). Of the remaining minimum four elective units, one unit can be a 200-level course offered by the department in English, but if a 300-level of the same course is offered with an extra section taught in German, this is highly recommended. German 240, which is considered a foundation course for the entire upper-level curriculum, is also highly recommended. With approval of the department, courses taken abroad may count toward the major at the 200-level. A course selected from the German Studies cross-listed courses is also recommended as a complement to the language and literature major. Each student should consult her departmental advisor about the best sequence of courses for her major program.

The Minor in German

The minor offers an opportunity to acquire advanced skills in the language with emphasis on communicative strategies and cross-cultural understanding. 202 may count to the 5-unit minimum minor. 231 is required. 240 and one 300-level unit are highly recommended. One unit can be a 200-level course offered by the department in English, but if a 300-level of the same course is offered with an extra section taught in German, this is highly recommended. With the approval of the department, courses taken abroad may count toward the minor. Students are encouraged to supplement the minor with a cross-listed course in German Studies. Each student should consult with her departmental advisor about the best sequence of courses in her case.

Honors Program

The department offers two plans for the Honors Program. Plan A (See Senior Thesis Research, 360 and 370) provides the opportunity for original work in Language and Literature or German Studies, culminating in the writing of a longer paper or papers with an oral defense. Plan B, honors by examination, is open to candidates in Language and Literature only. Written and oral examinations are based on a reading list devised by the student under the guidance of an advisor. Plan B carries no course credit, but where appropriate, students may elect a unit of 350 to prepare a special author or project that would be included in the Honors examination.

Department of Greek and Latin

See Department of Classical Studies.

Department of History

Professor: *Auerbach, Cohen¹², Knudsen, Malino, Tumarkin*

Associate Professor: *Kaptein, Rogers (Chair), Sherman¹²*

Visiting Associate Professor: *Queen, Rollman*

Assistant Professor: *Harris, Matsusaka, Moore¹², Varon*

Instructor: *Sheidley*

All courses in the History Department (with the exception of 250, 250H, 350, 350H, 360 and 370) fulfill the Group B¹ distribution requirement.

HIST 100 Introduction to Western Civilization

Moore

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. Presenting the sweep of history from Egypt of the pyramids to the Spanish Empire of the sixteenth century, we will study the unique features of ancient Judaism, Greek civilization, the Roman Empire, and will explore such developments as the Christianization of Europe, the Renaissance, and the Protestant Reformation. At the same time we will examine how each succeeding civilization remembers the past—how the Greeks remembered Egypt, how the Romans remembered the Greeks, how medieval and modern Europeans looked back to Rome. We will journey from the Stonehenge to the Sistine Chapel, reading some of the most influential books of the Western traditions.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O Offered in 1999-2000.

Unit: 1.0

HIST 103 History in Global Perspective: Cultures in Contact and Conflict

Knudsen, Rollman

An introduction to the comparative study of history, covering several different time periods and global in scope (Africa, East Asia, the Middle East, Europe and the Americas). The focal theme

is the contact and conflict *within* and *between* societies and cultures. Guest lectures by most members of the History Department. Two lectures and one discussion section per week.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

HIST 105 Russian Civilization

Tumarkin

An interdisciplinary introduction to the Russian experience from the tenth century, when the princes of Kiev adopted Byzantine Christianity, to the twentieth century, when the vast Russian Empire was transformed into the world's first socialist state and eventual global superpower. The course is organized around selected themes in cultural history, and materials are drawn from historical sources, the visual and performing arts, material culture, and Russia's unparalleled literary canon. We will also have occasional guest lectures by Russianists in disciplines other than history.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

HIST 106 Japanese Civilization

Matsusaka

A broad examination of the history of Japan from the origins of the Japanese people to modern times. First half of the course covers the origins of the Japanese people and their own creation myths; the formation of the imperial state; the rise of classical civilization and its culmination in the court culture centered in what is known today as Kyoto; the Medieval world of the samurai warriors; first contact with the West in the sixteenth century; and the age of the shoguns. Second half explores Japan's modern transformation during the Meiji era; the rise of imperial Japan in the early twentieth century; the Second World War and its aftermath; and Japan's more recent emergence as a global economic power.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

HIST 201 Europe Since 1600

Tumarkin

An introduction to the dramatic events and great transformations in European history in the past 400 years. Themes include: the rise and decline of European empires from Louis XIV to Hitler to

Gorbachev; industrialization and the decline of rural Europe; secularism, nationalism, socialism, fascism, consumerism; changing views of God, man, woman, happiness and death.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 203 History of the United States, 1607 to 1877

Sheidley

A survey of the social, cultural, and institutional dimensions of American history from the colonial period through the Civil War and Reconstruction. Special attention to recurrent themes in the pattern of America's past: immigration, racial and cultural conflict, urbanization, reform.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 204 History of the United States, 1877 to 1968

Auerbach

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. The emergence of an urban industrial society; social change amid tension between traditional and modern cultures; development of the welfare state; issues of war and peace; the shifting boundaries of conservative reaction, liberal reform, and radical protest, from the 1880s to the 1960s.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O. Offered in 1999-2000.

Unit: 1.0

HIST 205 History of Britain from the American Revolution to the Present

NOT OFFERED IN 1998-99.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 206 Introduction to the History of Latin America

NOT OFFERED IN 1998-99. An introduction to themes and problems in Latin American history. This course identifies and examines some of the key people, institutions, ideologies, and events shaping the history of Central and South America. We focus particularly on the histories of Mexico, Cuba, and Argentina. Topics include: the ecological history of Central and South America, pre-Columbian cultures, the

Columbian Encounter, the Spanish Conquest of the Americas, the Spanish Empire, the rise and fall of slavery, independence movements, the Mexican-American War, the Mexican Revolution, urbanization and immigration, Peronism in Argentina, revolutions in Cuba and Nicaragua, the politics of third world debt, and the lure of El Norte.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 210 The Medieval World Picture

Harris

Interdisciplinary comparison of the literary, architectural, and scientific productions of the High Middle Ages (ca. 1200-1500) as they relate to the articulation of the Medieval Cosmos: its social and economic foundations in feudalism; its emergence in the scholastic synthesis of ancient Greek science (as mediated through Arabic and Jewish sources) and Scripture; its culmination in "the Book of the Cosmos" (Dante and the Gothic Cathedral); and its demise in the social and intellectual turmoil of the sixteenth century.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit 1.0

HIST 211 The Scientific Revolution

Harris

Science is now the dominant institution for understanding and manipulating the natural world. Many of its key elements—mathematical law, experiment, systematic observation, open communication—arose in the so-called scientific revolution of the 17th century. The course examines the cultural and intellectual origins of modern science through the seminal works of Copernicus, Kepler, Galileo, and Newton.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit 1.0

HIST 217 The Making of European Jewry, 1085 to 1815

Malino

A study of the Jewish communities of Western and Eastern Europe from the reconquest of Toledo to the end of the Napoleonic era. Topics include medieval Jewish communities, their dispersion, the differentiation of Eastern and Western Jewry, persecution and toleration, secularism, religious revivalism and mysticism, and the emancipation of the Jews during the French Revolution.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

HIST 218 Jews in the Modern World, 1815 to the Present

Malino

A study of the demographic, cultural and socio-economic transformation of the Jewish communities of Western and Eastern Europe. Topics include the struggle for emancipation, East European Jewish enlightenment, immigration, acculturation and economic diversification; also the emergence of anti-Semitism in the West and East, Zionism, the Holocaust and the creation of the state of Israel.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 219 The Jews of Spain and the Lands of Islam

Malino

The history of the Jews in the Arab, Persian and Ottoman lands from the early centuries of Islam to the modern era. Topics include the emergence of "Oriental" Jewry; the intellectual flowering of the Jews of Muslim Spain; the repercussions of their diaspora and the widening gap between the Jews of Europe and their co-religionists in North Africa, the Ottoman Empire, and the Middle East.

Prerequisite: One course in Jewish, Islam or Middle Eastern history or by permission of the instructor.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 220 Images of the Cosmos

Harris

NOT OFFERED IN 1998-99. Traces the West's changing conceptions of the natural world from Antiquity to the present by examining dominant metaphors: we move from the animism of Plato's cosmos to the mechanism of Newtonian physics and from the metaphors of competition and cooperation in organic evolution (Darwin, Gaia hypothesis) to the contingency in big bang cosmology and chaos theory. Extensive use of visual materials.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 221 Women, Science and Gender in Historical Perspective

Harris

A survey of women in science from antiquity to the present (with focus on Hypatia, Châtelet, Somerville, Kovalevskaja, McClintock, and

Franklin) suggests that despite barriers of exclusion, women's participation in science has been surprisingly extensive. Most scientific theories on women and gender, however, have been deeply tied to male-dominant perspectives, which raise profound questions about the culture-and gender-dependence of scientific knowledge.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 224 The Healing Arts: Medicine and Society in Medieval and Renaissance Europe.

NOT OFFERED IN 1998-99. A survey of illness and responses to it between 1100 and 1600, this course treats medical theory and practice in the context of other types of contemporary healing, including religion and magic. Topics include the changing nature of medical explanation, the rise of hospitals and other medical institutions, the response to "new" diseases, such as plague and syphilis, and the relationships between medicine and art.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 225 Age of Charlemagne

Moore

NOT OFFERED IN 1998-99. Covering the period 600-900, this course traces the transformation of the Franks from tribal society to empire. We will engage this culture on many levels: law and liturgy, monasticism, warfare, crime, poetry and history writing; powerful and powerless women; agriculture, art and architecture; the influence of Ireland and Spain; and the influence of the past. We will assess the importance of particular thinkers and rulers—the clever deacon Alcuin, the fanatic Agobard, the mystical Irishman Eriugena—and Charlemagne himself. We will also consider the impact of the invisible members of this society: angels, demons, and the saints.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 229/329 Alexander the Great: Psychopath or Philosopher King

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. Alexander the Great murdered his best friend, married a Bactrian princess, and dressed like Dionysus. He also conquered the known world by the age of 33, fused the eastern and western populations of his empire, and

became a god. This course will examine the personality, career, and achievements of the greatest conqueror in Western history against the background of the Hellenistic World. *This course may be taken as either 229 or, with additional assignments, as 329.*

Prerequisite: None
Distribution: Historical Studies
Semester: N/O. Offered in 1999–2000. Unit: 1.0

HIST 230 Greek History from the Bronze Age to the Death of Philip II of Macedon

Rogers

The origins, development, and geographical spread of Greek culture from the Bronze Age to the death of Philip II of Macedon. Greek colonization, the Persian Wars, the Athenian democracy, and the rise of Macedon will be examined in relation to the social, economic, and religious history of the Greek polis.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 231 History of Rome

Rogers

NOT OFFERED IN 1998–99. Rome's cultural development from its origins as a small city state in the 8th century B.C.E. to its rule over a vast empire extending from Scotland to Iraq. Topics include the Etruscan influence on the formation of early Rome, the causes of Roman expansion throughout the Mediterranean during the Republic, the Hellenization of Roman society, the urbanization and Romanization of Western Europe, the spread of "mystery" religions, the persecution and expansion of Christianity, and the economy and society of the Empire.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 232 The Making of the Middle Ages, 500 to 1200

Moore

A survey of the transformations around the Mediterranean which mark the passage from Late Antiquity to the Middle Ages. A unified Classical world disintegrates, western, Byzantine and Islamic societies define themselves in relation to the Roman imperial past, and to each other. Comparative work on subjects such as gender roles, rhetoric and asceticism. Readings from primary texts in translation, study of manuscript illumination and architecture.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 233 Renaissance Italy NOT OFFERED IN 1998–99.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 234 The Later Middle Ages, 1200 to 1500

Moore

An exploration of the later middle ages, from the Magna Carta and the Third Crusade to the broadening of Europe's horizons by Spanish and Portuguese adventurers and missionaries. Topics include: the rise of the state and its conflicts with the Church; medieval scholarly life; religious movements; the lives of extraordinary figures, such as St. Francis and Joan of Arc. The course will provide an especially close look at medieval Spain, Germany, and Italy. Readings will range from royal and ecclesiastical documents to the ribald humor of Boccaccio.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 235 Utopia: Culture and Community in Medieval and Renaissance Europe

Staff

NOT OFFERED IN 1998–99.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 236 The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

Knudsen

A comparative survey of Enlightenment in England, France, and the Germanies. The course begins with the religious and intellectual crisis of the seventeenth century (the discovery of new worlds, the search for holiness, the persecution of difference, the witch craze, philosophical skepticism). It examines the cultural system which emerged (scientific method, religious toleration, natural rights, deism, classicism in art), and then, the popularization, radicalization and critique of Enlightenment in the eighteenth century. Authors read include: Spinoza, Locke, Hume, Voltaire, Diderot, Rousseau, Kant and Goethe.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 237 Modern European Culture: The Nineteenth and Twentieth Centuries

Knudsen

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. A survey of European culture from the French Revolution to the post-World War II period, from idealism to existentialism in philosophy, from romanticism to modernism in art and literature. Emphasis is placed on the social and historical context of cultural life. Authors read include: Wordsworth, Hegel, Marx, Mill, Nietzsche, Freud, Weil.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O. Offered in 1999–2000.

Unit: 1.0

HIST 238 Invasion and Integration: British History, 400 to 1300

Moore

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. The British Isles: a beleaguered Roman imperial province in the fifth century; in the thirteenth, the theatre of operations of one of the most powerful monarchies in the West. The transactions between successive invaders and inhabitants, Christian ascetics and pagan warriors; the fabulous wealth of England. Readings from primary texts in translation, discussion of visual and archaeological evidence.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O Offered in 1999–2000.

Unit: 1.0

HIST 239 From Empire to Empire: British History 1200 to 1600

Moore

Tracing the history of the British Islands from the Angevin Empire to the British Empire, this course will follow the transformation of British society by major disruptions such as the Black Death and the Hundred Years War; and by institutional developments such as the rise of parliament and the Dissolution of the Monasteries; and concepts of royalty from King John to Elizabeth I. We will study daily life through the window of vernacular literature—ballads of Robin Hood, tales of King Arthur and Chaucer—and social ideals through contemporary letters, chronicles and plays. The structure of British society is revealed especially in the history of law.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 240 The World At War: 1937 to 1945

Matsusaka, Shennan

NOT OFFERED IN 1998–99. A comparative perspective on the political, social, cultural and military history of World War II, with equal attention to the Asian and European arenas of conflict. Themes to be discussed include: diplomacy and war from the invasions of China (1937) and Poland (1939) to the nuclear attacks on Hiroshima and Nagasaki; the experiences of occupation, resistance, genocide and liberation; mobilization and social change on the “home fronts”; the role of science and technology; the leadership of Churchill, Stalin, Roosevelt, Chiang, Hitler, Konoe, and Tojo; evolving post-war memories of the war.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 241 Europe 1914 to 1989

Shennan

NOT OFFERED IN 1998–99. Survey of Europe’s political, social and cultural history during the “short twentieth century”, from the assassination in Sarajevo to the dismantling of the Berlin Wall. The first half of the course will explore the general crisis of 1914–45—the Great War and its socio-cultural impact, the Russian Revolution and Stalinism, the Great Depression, ideologies of fascism and anti-fascism, World War II and the Holocaust. The second half will examine the resolution of this general crisis during the Cold War era. Here we will look at the regeneration of capitalist economics and democratic politics in the West, the rise and decline of the Soviet empire in the East, the culture of austerity and affluence in the postwar decades, the waning of national rivalries and the contraction of Europe’s power. We will conclude by examining the Revolution of 1989.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 242 European Culture Since 1918: From Modernism to Post-Modernism

Knudsen

A survey of European culture since World War I: the formation of a political and cultural avant-garde on the right and left; surrealism, Dada, and existentialism; the varieties of communism and fascism; the peace movement; cultural engagement in Spain and Germany under fascism; the

world of the emigrés; renewal and restoration after World War II; decolonization; youth rebellion in the Sixties; postmodernism. Authors read include: Virginia Woolf, Breton, Heidegger, Simone Weil, Camus, Lenin, Orwell, the Situationists, Böll, and Thomas Bernhard. A series of films accompanies the course.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 244 History of Modern France, 1789 to 1981

Sheman

Exploration of major themes in the social and political history of France since 1789. Topics include: the French Revolution and the revolutionary tradition; industrialization and urbanization in the 19th century; culture and lifestyles during the *fin-de-siècle*; social and economic impact of the world wars; resisters and collaborators in World War II; modernization and decolonization since 1945.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

HIST 245 Germany in the Twentieth Century

Knudsen

NOT OFFERED IN 1998–99. An examination of German politics, society, and culture from World War I to the present. The course concentrates on the greater German language area—including the post World War II Federal, German Democratic, Austrian republics and treats Central Europe since unification.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 246 Medieval and Imperial Russia

Tumarkin

A thousand-year-long trip through the turbulent waters of Russian history, from the Viking incursions of the ninth century, to the Mongol invasion, the reigns of legendary rulers such as Ivan the Terrible, Peter the Great and Catherine the Great, until the mid-nineteenth century, when the Russian Empire was seen as the world's most powerful state. Special emphasis on Russian art and literature.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

HIST 247 Modern Russia and the Soviet Union

Tumarkin

NOT OFFERED IN 1998–99. An exploration of Russia in turmoil, beginning in the mid-nineteenth century, with the empire heading through reform to revolution, and then on to the grand—and brutal—socialist experiment of Lenin, Stalin, Khrushchev and Brezhnev, ending with the Gorbachev debacle and the collapse of the Soviet Union.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 249 Warfare and Society in the West from 1600 to the Nuclear Age

Staff

NOT OFFERED IN 1998–99.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 250 Research or Individual Study

Prerequisite: Open to first year students and sophomores.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

HIST 250H Research or Individual Study

Prerequisite: Open to first year students and sophomores.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

HIST 251 Nationhood and Nationalism: America 1750 to 1850

NOT OFFERED IN 1998–99. An exploration of national identity in the early republic. Examination of how separate colonies with distinct interests came together as one nation; discussion of the definitions and limits of nationhood. Emphasis on unifying and divisive factors in the construction of the nation: colonial religion, the Enlightenment, the War for Independence, republicanism, Washington and Jefferson, the market revolution, slavery, reform.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 252 Race and Ethnicity in Early America

NOT OFFERED IN 1998–99. An examination of the emergence of a multi-racial, multi-ethnic society in British North America, from 1607 to 1776. Discussion of voluntary and involuntary migration, the pattern of colonial settlement, areas of cultural conflict, the emergence of racial and ethnic consciousness, cultural adaptation, and the development of “American” culture.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 255 American Environmental History

NOT OFFERED IN 1998–99. A study of how people and natural environments have shaped each other in America from the colonial period to the present. The course examines: the influence of the land on patterns of human behavior; the impact of social and cultural outlooks on changing uses of the natural world; the construction of our own ideas about the environment; our understanding of what nature is, and what our place in nature should be. Topics include American Indian practices and cosmologies, disease, the capitalist commodification of nature, romanticism, landscape paintings, species extinctions, the rise of modern environmentalism, and the backlash of the New Right.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 257 History of Women and Gender in America

Varon

The history of American women, from the colonial period to the 1960s, with a focus on women's involvement in politics and on the changing nature of women's work. Topics include colonization and the Revolution; the construction of the private and public “spheres”; slavery and antislavery; immigration and ethnicity; women and war; the battle for suffrage; women's health and sexuality; and civil rights and feminism.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

HIST 258 Freedom and Dissent in American History

Auerbach

NOT OFFERED IN 1998–99. Freedom of speech since the founding of the nation, with special attention to the expanding and contracting Constitutional boundaries of permissible dissent. Among the issues considered are radical protest; wartime censorship; forms of symbolic expression; obscenity and pornography; campus hate speech; the tension between individual rights and state power.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 259 U.S. Foreign Policy in the Twentieth Century

NOT OFFERED IN 1998–99.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 263 South Africa in Historical Perspective

Kapteinjs

NOT OFFERED IN 1998–99. An analysis of the historical background of Apartheid, focusing on the transformation of the African communities in the period of commercial capitalist expansion (1652–1885), and in the industrial era (1885–present). Important themes are the struggle for land and labor; the fate of African peasants, labor migrants, miners and domestic servants; the destruction of the African family; the diverse expressions of African resistance, and the processes which are creating a new, post-apartheid South Africa. Short stories, films and poetry are among the sources used.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 264 The History of Precolonial Africa

Kapteinjs

The development of increasingly complex societies from gathering and hunting groups and stateless societies to city-states and kingdoms. Introduction to the wide variety of source materials available to the African historian. Themes include the spread of Islam in Africa, the rise of towns and a middle class, the massive enslavement of African people, and the changing social relationships between old and young, men and

women, nobles and commoners, and free-born and slaves in precolonial Africa.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 265 History of Modern Africa

Kapteijns

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. Many of Africa’s current characteristics are the heritage of its colonial experience. This course will deal with the different types of colonies from those settled by European planters to the “Cinderellas” or minimally exploited ones and will trace African responses to colonial rule up to the achievement of political independence. For the post-colonial period, the emphasis will be on an analysis of neo-colonialism and the roots of poverty, the food crisis, population growth, AIDS, and the structural weaknesses of the African state.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O. Offered in 1999–2000. Unit: 1.0

HIST 266 The Struggle Over North Africa, 1800 to Present

Kapteijns

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. Themes in the social, economic, political and cultural history of North Africa (the Maghreb and Mauretania, Libya, Egypt and Sudan) from 1800 to the present: major features of precolonial society and history in three regions, the transformations brought about by French, British and Italian colonial rule, North African resistance and wars for independence, and the contradictions of the era of formal political independence, including the emergence of Islamist movements and the literary and political debate about post-colonial identities in the area. Students will draw on analyses by historians and social scientists, on novels, short stories, autobiographies, poetry by North Africans, and on music and film from and about North Africa.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O. Offered in 1999–2000. Unit: 1.0

HIST 268 Government, Business and Labor in Modern Japan

Matsusaka

An examination of the politics and economics of industrialization in Japan, from the late nineteenth century through the 1980s. Emphasis on the history of major business institutions and

their relationship to government and labor. Topics include early development strategies, the growth of business combines, the evolution of “permanent employment,” the role of state planning, comparisons with American business institutions, and the so called “Japan model” for industrialization.

Prerequisite: None
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 269 Japan, the Great Powers and East Asia, 1853–1993

Matsusaka

The history of Japan’s international relations from the age of empire through the end of the cold war. Principal themes: tensions between international cooperation and autonomy, economic interest and domestic politics as determinants of foreign policy, the relationship between diplomacy and national defense. Special emphasis on relations between the United States, China and Japan.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 270 Japan Before 1840

NOT OFFERED IN 1998–99.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 271 Modern Japan, 1840 to 1990

NOT OFFERED IN 1998–99.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 275 Imperial China

Cohen

After a topical survey of earlier developments in Chinese history, the course will focus on the period from ca. 1600 to the eve of the revolution of 1911. Emphasis will be on both internal and external sources of change: the growing commercialization of Chinese society, unprecedented population expansion, the doubling of the size of the Chinese empire in the 18th century, indigenous intellectual and cultural developments, the political-economic-intellectual impact of the West and the progressive break down of Chinese society and polity in the 19th century.

Prerequisite: None
Distribution: Historical Studies
Semester: Fall Unit: 1.0

HIST 276 China in Revolution

Queen

A survey of the turbulent history of China from the last dynasty of China's imperial past, the Qing (1644-1911) to the new emperors of her communist present (1949-1997). Emphasis on the collapse of the old empire and the reforms, rebellions, and revolutions that have shaped China's efforts to construct a new social and political order.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 284 The Middle East in Modern

History

Kapteinjs

Themes in the political, socio-economic, and intellectual history of the modern Middle East from 1914 to the present. The formation of the modern nation states after World War I, the historical background of major political and socio-economic issues today, including the impact of the oil boom, labor migration, changing social roles of women, and urbanization. Themes in the history of ideas include nationalism, politicized Islam, and the movement for women's emancipation. Poetry, short stories and novels are among the sources used.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 286 History of the Middle East, c. 600-1918

Rollman

Introduction to the political, religious, cultural and social history of the Middle East from the emergence of Islam to the disintegration of the Ottoman Empire in World War I. Themes include: Pre-Islamic Arabia; the life of the Prophet; the expansion of Islam; the Umayyad Empire; Shi'ism and other movements of political and religious dissent; the Abbasid Empire and its successor states, and the expansion of Europe into the Middle East.

Prerequisite: None

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

HIST 291 1968: The Pivotal Year

Auerbach

Within a single year the Tet offensive in Vietnam, the assassinations of Martin Luther King, Jr. and

Robert F. Kennedy, and the election of Richard M. Nixon transformed American foreign and domestic policy, ending an era of liberal internationalism and domestic reform. Exploration of how, and why, it happened. Consideration of current political and intellectual trends—from President Clinton to political correctness—that reflect the continuing impact of the 1960s on American public life.

Prerequisite: 204 or an AP score of 4 or 5.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

HIST 292 Sectionalism, The Civil War and Reconstruction

Varon

An examination of the political and social history of America from 1850 to 1877, with an emphasis on the rise of the "free labor" and "states' rights" ideologies; the changing nature and aims of war; developments on the home-front; and the transition from slavery to freedom. Sources include diaries, letters and reminiscences by soldiers and noncombatants, and fiction and film depicting the Civil War era.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 293 American Intellectual and Cultural History

Varon

An overview of American intellectual and cultural history from the Revolution to World War I. Authors to be read include Benjamin Franklin, Ralph Waldo Emerson, Frederick Douglass, Elizabeth Cady Stanton and William James. Our central purpose is to explore how definitions of "culture"—and the relationship between intellectuals and culture—have changed over time.

Prerequisite: 203 or 204.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

HIST 294 Immigration in America

NOT OFFERED IN 1998-99. An examination of immigration and immigrants in the United States, from the colonial era to the 1950s. Topics include: early migrations; the "great migrations" of the nineteenth century; settlement patterns and immigrant enclaves; the immigrant family; theories of assimilation, cultural retention, and ethnic awareness; political debates regarding immigrants (bilingual education, citizenship, naturalization, and "official languages").

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 295 Strategy and Diplomacy of the Great Powers Since 1789

Shennan

NOT OFFERED IN 1998–99. Development of the Great Power system from the French Revolution to the post-Cold War era. Topics include the Napoleonic Wars; the Vienna System and the balance-of-power; the growing interdependence of economic and military might; imperialism; the German Question; the rise of extra-European powers (U.S. and Japan); the two World Wars; nuclear diplomacy; the rise and decline of the post-1945 “bipolar” system; and the end of the Cold War.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 301 Women of Russia: A Portrait Gallery

Timarkin

NOT OFFERED IN 1998–99. An exploration of the tragic, complex, inspiring fate of Russian women in the nineteenth and twentieth centuries, a period that spans the Russian Empire at its height, the Russian Revolution of 1917, and the Soviet experiment. We will read about Russian peasants, nuns, princesses, feminists, workers, revolutionaries, poets, partisans, and prostitutes, among others in our stellar cast of characters. Sources include memoirs, biographies, great works of literature, and the visual arts.

Prerequisite: By permission of the instructor.
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 316 Seminar. Authority and Authenticity in Native American History

Sheidley

This course will examine diversity and difference as factors which have shaped the history of Indians in North America from the sixteenth century through the present. Particular attention will be paid to gender, class, ethnicity, and belief as modes of organizing power within American Indian societies. We will consider how these elements have influenced relations with non-Indians and determined the very nature of the sources historians use to interpret the Native American past.

Prerequisite: By permission of the instructor.
Distribution: Historical Studies
Semester: Spring

Unit: 1.0

HIST 326 Seminar. American Jewish History

Auerbach

The development of American Jewish life and institutions, from European immigration to the present. Particular attention to the pressures, pleasures, and perils of acculturation. Historical and literary evidence will guide explorations into the social and political implications of Jewish minority status in the United States and into the impact of Israel on the consciousness of American Jews.

Prerequisite: By permission of the instructor.
Distribution: Historical Studies
Semester: Fall

Unit: 1.0

HIST 327 Zionism and Irish Nationalism: A Comparative Perspective

Malino

NOT OFFERED IN 1998–99. Emergence and evolution of Zionism and Irish nationalism in the 19th and 20th centuries. Poets, ideologues, charismatic leaders; immigration and diaspora. Political, social, religious and ideological trends in modern Israel and in Ireland. Comparisons and contrasts.

Prerequisite: By permission of the instructor.
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 328 Antisemitism in Historical Perspective

Malino

Historical antecedents and sources of modern antisemitism. Topics include pre-Christian antisemitism, attitudes of Christianity and Islam, the ambiguous legacy of the Enlightenment. Attention to the impact of revolution, modernization and nationalism in the emergence of political antisemitism. Jewish responses to antisemitic policies and events as well as developments during and after World War II.

Prerequisite: By permission of the instructor.
Distribution: Historical Studies
Semester: Fall

Unit: 1.0

HIST 330 Seminar. Medieval Europe

Topic for 1998–1999: The History of History. A study of historical writing from ancient Judaism to the Middle Ages. Beginning with the Bible, we will examine how history was viewed by the Ancient Greeks, the Romans, and Medieval thinkers: the political clarity of Thucydides, the dark, tragic world of Tacitus, the triumphalism of Eusebius, the chaotic violence described by Gregory of Tours. We will look at the content and structure of historical writing. How was

each book written and constructed? What evidence was assembled by the author, and how was it deployed? How can we use them as historical sources?

Prerequisite: By permission of the instructor.
Distribution: Historical Studies
Semester: Fall

Unit: 1.0

HIST 331 Seminar. Renaissance and Reconnaissance

Harris

In one of the great ironies of western history, the attempt by humanists scholars to recapture the wisdom of the ancients coincided with the discovery of new worlds wholly unknown to the Ancients. Our readings from leading Renaissance humanists (Petrarch, Vasari, Erasmus) and from overseas travelers (Columbus, Las Casas, daAcosta,) and would-be travelers (Ignatius, Bacon) will explore the tensions between the 'recovery of the past' and the 'discovery of the new'.

Prerequisite: By permission of the instructor.
Distribution: Historical Studies
Semester: Spring

Unit: 1.0

HIST 333 Seminar. Renaissance Florence

NOT OFFERED IN 1998-99. Study of the social, political, and economic crises that served as the background and impetus to the intellectual and artistic flowering of the Florentine Renaissance. Examination of the structure of Florentine society, and in particular of the life and mentality of the patrician families whose patronage and protection fueled the "golden age" of Florentine culture.

Prerequisite: By permission of the instructor.
Distribution: Historical Studies
Semester: N/O

Unit: 1.0

HIST 334 Seminar. European Cultural History

Knudsen

Topic for 1998-99: Persecution, Martyrdom and Exile, 1492-1848. Comparative study of destruction, dispersal, homelessness, and communities reconstructed in early modern Europe. Course focuses on the structure of religious, political and intellectual persecution and the responses by the oppressed. Among the groups and individuals studied: the Jewish and Muslim dispersal from Spain, the martyrdom of Michael Servetus and Anabaptists, the Marian exiles, the Huguenots, the Jacobites, the counter-revolutionary emigrés of the French Revolution, young Europe during the Restoration. Particular attention paid to the cities of Strasbourg, Rotterdam,

London and Paris as havens for persecuted groups and individuals and to ideas of toleration, cosmopolitanism, conspiracy and rebellion.

Prerequisite: By permission of the instructor.
Distribution: Historical Studies
Semester: Spring

Unit: 1.0

HIST 338 Seminar. European Resistance Movements in World War II

Shenman

Comparative examination of resistance to Nazi Germany in nations of western and eastern Europe, based on clandestine press, memoirs and diaries, fictional recreations and a rich scholarly literature. Questions to be addressed include: What constituted resistance? Why did individuals choose to resist? What did organized resistance movements achieve? What was the role of particular groups such as women, communists, and Jews? Emphasis will be on identifying and understanding national or regional variations.

Prerequisite: By permission of the instructor.
Distribution: Historical Studies
Semester: Fall

Unit: 1.0

HIST 341 Seminar. The Nature and Meanings of History

Knudsen

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. Introduction to modern historical writing with an emphasis on the tendencies and counter-tendencies in the 20th-century European tradition. Particular concern with patterns of historical explanation as adopted by practicing historians: individual and collective biography, demography and family reconstruction, psycho-history, Marxism.

Prerequisite: By permission of the instructor.
Distribution: Historical Studies
Semester: N/O Offered in 1999-00.

Unit: 1.0

HIST 342 Seminar. Women, Work and the Family in African History

Kapteijns

Examination of women's work in the small-scale and state societies of precolonial Africa; the transformation of the existing division of labor as a result of colonial domination. Analysis of historiographical trends in African women's history; case studies from throughout the continent; student interpretation of a variety of historical sources, including oral histories and women's songs.

Prerequisite: By permission of the instructor.
Distribution: Historical Studies
Semester: Spring

Unit: 1.0

HIST 343 Seminar. History of Israel*Auerbach*

NOT OFFERED IN 1998–99. The biblical origins and modern development of Jewish statehood. Topics include: Jewish religious nationalism; the nature of the Zionist revolution; state-building and the struggle over national boundaries; relations with Arabs; differences over “homeland” and “holy land”; and continuing efforts to define the nature and purpose of a Jewish state in a “post-Zionist” era.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 344 Seminar. Japanese History*Matsusaka*

Topic for 1998–99: Korea, Taiwan and the Japanese Colonial Empire. A thematic and chronological examination of the Japanese colonial empire from the acquisition of Taiwan in 1895 to Japan’s defeat in 1945. Dual perspective of colonialism as an element in Japan’s national experience and as a phase in the histories of Korea and Taiwan.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 345 Seminar. The American South*Varon*

NOT OFFERED IN 1998–99.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 346 China and America: The Evolution of a Troubled Relationship*Cohen*

NOT OFFERED IN 1998–99. The persistent theme of misunderstanding and conflict in relations between China and the U.S. as countries and Chinese and Americans as people will be explored through such topics as: the treatment of Chinese in 19th-century California, the Open Door policy and U.S. exclusion laws, the depiction of Chinese in American film and literature, China and the U.S. as allies in World War II, McCarthyism and the re-emergence of anti-Chinese feeling in the 1950s, the fallout from Tiananmen.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 347 The Cultural Revolution in China*Cohen*

The Cultural Revolution approached on three levels: as a major event in recent Chinese history, with its specific causes, nature, and consequences; as individual experience reflected in memoirs, recollections, fiction; and as a set of myths generated and communicated by China’s leadership, the Chinese people, and foreign observers. Attention to the distinctive characteristics of each of these modes of historical representation. Concludes with a comparison of the Cultural Revolution to other instances of societal breakdown in world history.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Fall

Unit: 1.0

HIST 348 Seminar. History of Medicine

NOT OFFERED IN 1998–99. An exploration of medical constructions of the female body in the context of medieval and Early Modern society and culture. Topics will include: fertility and generation, illness and health, food and fasting, pain and pleasure, and the power to harm and heal.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

HIST 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

HIST 351 Seminar. Asian Settlement in North America, 1840 to the Present*Matsusaka*

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. A comparative and thematic examination of the history of Asian immigrants and their descendants in the United States and Canada. Topics include: 1) causes of migration from Asia to North America, Europe, Africa and South America; 2) formation of “pioneer” communities and subsequent immigration patterns in North America; 3) assimilation, adaptation, the invention of ethnic identities, “official ethniciza-

tion” linked to public policy; 4) citizenship and civil rights, including issues of property rights, immigration law, wartime internment of Japanese Americans. Comparative analysis touches upon European immigration to North America, Asian settlement in Europe, South America and Africa, the experience of African Americans.

Prerequisite: By permission of the instructor.
Distribution: Historical Studies
Semester: N/O. Offered in 1999–2000. Unit: 1.0

HIST 352 Seminar. Tiananmen as History
Cohen

NOT OFFERED IN 1998–99. Tiananmen, the name of the central square in Beijing, is also shorthand for the protest demonstrations and crackdown that shook China in spring 1989. Why has Tiananmen become a watershed event in China’s recent history? What were the causes of the demonstrations? The severity of the government’s response? Why did “1989” take such different forms in China and in Eastern Europe? These and other questions will be probed via firsthand accounts, scholarly analyses, videotapes, and participant interviews.

Prerequisite: By permission of the instructor.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 353 Seminar. History of the American West

NOT OFFERED IN 1998–99. A history of the American West as region (beyond Mississippi,) process (the moving frontier,) and symbol (as carrier of myths.) Attention to race and gender relations, environmental concerns, and the development of regional cultures. Topics include Indian wars, the overland trail, immigrant experiences, Mormons, the California dream, the urbanization of the desert, Disneyland, B-movie westerns, and the rise of Los Angeles as a post-modern metropolis.

Prerequisite: By permission of the instructor.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 356 Seminar. Russian History

Topic for 1998–99: USSR in the 1920s: Humanity Uprooted. What happens after the Bolshevik seizure of power, when the revolution seeks to transform every aspect of life and culture? This seminar will explore such topics as: the relationship between ideology and politics; the search for a socialist economy; the cult of Lenin; innovation in the arts and literature; mili-

tant atheism; new morals, more, and rituals; propaganda and popular culture.
Prerequisite: By permission of the instructor.
Distribution: Historical Studies
Semester: Spring Unit: 1.0

HIST 357 Seminar. History of American Popular Culture

NOT OFFERED IN 1998–99. Major themes in United States popular culture from the end of the Civil War to the present. Course blends historical studies with theoretical readings (from Geertz to Foucault) that help us to “read” and interpret popular culture. Special attention to the rise of mass culture and culture wars. Topics include Harlequin romances, spectator sports, amusement parks, popular music, television, Hollywood and advertising.

Prerequisite: By permission of the instructor.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions. Students writing senior honors theses must participate regularly throughout the year in the History Honors seminar.
Distribution: None
Semester: Fall, Spring Unit: 1.0

HIST 361 Seminar. Contemporary European History

Shenman
NOT OFFERED IN 1998–99. An exploration of French and British responses to political, social and cultural change. Issues to be discussed include: World War II as experience and memory; the Cold War, anti-Americanism and anti-communism; decolonization and the politics of immigration; economic modernization and the culture of affluence; national decline and the “heroic” leadership of de Gaulle and Thatcher.

Prerequisite: By permission of the instructor.
Distribution: Historical Studies
Semester: N/O Unit: 1.0

HIST 364 Seminar. Women in Islamic Society: Historical Perspectives

Kapteijns
NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. Examination of the changing social roles of women in the Islamic world, from Pakistan to Morocco. Examination of the rights and duties of women as defined by the Koran and the Shari’a (Islamic Law), followed by exploration of the theoretical and historiographical lit-

erature on women in Islamic societies. Students will examine the social roles and position of women in concrete historical situations.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O. Offered in 1999–2000.

Unit: 1.0

HIST 366 Seminar. The Maghreb: Cultural Crossroads in the Islamic West

Kapteinjs

NOT OFFERED IN 1998–99. Themes in the social and cultural history of the Maghreb in its Islamic, African and European contexts. Period of study: c. 600 CE to the present. Themes will include: the establishment of Arabo-Islamic culture in North Africa and Iberia; relations between Muslims, Christians and Jews; expressions of popular Islam, the city and urban culture, gender relations, and western images of the Maghreb. For the colonial and post-independence eras, the thematic focus will include aspects of state and society under colonial rule, struggles for independence, and Islamic resurgence in North Africa. Critical discussions of the nature and use of sources for the historical study of the Maghreb (from Arabic legal documents, to travel accounts and recent films and literary texts) will be central to this seminar.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 367 Seminar. Jewish Ethnicity and Citizenship

Malino

NOT OFFERED IN 1998–99. The freedom to be different and the right to be equal studied through the Jewish experience in 19th- and 20th-century Europe. Topics include the paradoxes of the struggle for political equality in Western Europe; challenges of romantic nationalism and political antisemitism; Jewish nationalist and religious responses. Comparison with other groups and ethnicities.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

HIST 368 Seminar. Chinese Voices of Dissent

Queen

This course explores literary and political protest in China from traditional to contemporary times through the voices of China's students and intellectuals. Emphasis on Confucian and Taoist modes of dissent in the pre-modern period and

the relationship between dissent and democratic reform in the modern period.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 369 Seminar. Mapping the Past

Knowles (Sociology)

All history takes place somewhere, and all places bear evidence of their past. This course examines the geographical context of historical events and the methods historical geographers have developed to reconstruct past landscapes. It gives particular attention to the role of maps in shaping history and their power as tools of historical analysis.

Prerequisite: By permission of the instructor.

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

HIST 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Related Courses

For Credit Toward the Major

AFR 208 Women in the Civil Rights Movement

CLCV 236/336 The History of Greek and Roman Religion

ECON 204 U.S. Economic History

EDUC 212 History of American Education

EDUC 214 Youth, Education and Student Activism in Twentieth-Century America

EDUC 312 Seminar. History of Child Rearing and the Family

REL 218 Religion in America

REL 245 Seminar. The Holocaust and the Nazi State

REL 255 Japanese Religion and Culture N/O 1998–99

WOST 220 American Health Care History in Gender, Race and Class Perspective

Directions for Election

Most 200-level courses in the Department are open to first-year students, but students without a strong background in European history should elect 100, 201, or both, before taking other courses in the European field. Students without a strong background in American history should elect 203, 204, or both, before taking other courses in the American field. Seminars are ordinarily limited to 15 students, non-majors as well as majors, who meet the prerequisite.

Majors in history are allowed great latitude in designing a program of study, but it is important for a program to have both breadth and depth. To ensure breadth, the program must include: (1) at least one course in the history of Africa, Japan, China, Latin America or the Middle East; and (2) at least one course in the history of Europe, the United States, England, or Russia. We strongly recommend as well that majors take at least one course in premodern history (e.g., ancient Greece and Rome, the Jews of Spain and the lands of Islam, Japan before 1800). To encourage depth of historical understanding, we urge majors to focus eventually upon a special field of study, such as (1) a particular geographical area, country, or culture; (2) a specific time period; (3) a particular historical approach, e.g., intellectual

and cultural history, social and economic history; (4) a specific historical theme, e.g., the history of women, revolutions, colonialism. Finally, of the two Grade III units (2.0) in the major required for the B.A. degree, we recommend that majors include at least one seminar in their programs. Normally, all Grade III work and at least six of a *major's minimum of eight units (8.0)* must be taken at Wellesley. No Advanced Placement credits, and no more than one cross-listed course, may be counted toward the History major.

The History minor consists of a minimum of five units (5.0), of which at least four must be above the 100 level and at least one at the 300 level (excluding 350). Of these five units, at least three shall represent a coherent and integrated field of interest, such as, for example, American history, Medieval and Renaissance history, or social history. Of the other two units, at least one shall be in a different field. Normally at least four units must be taken at Wellesley, and cross-listed courses will not count toward the minor.

Teacher Certification: Students interested in obtaining certification to teach History in the Commonwealth of Massachusetts should consult Mr. Auerbach in the History Department and the Chair of the Department of Education.

Department of Italian

Professor: *Jacoff*^{A2}

Associate Professor: *Viano (Chair), Ward*^{A1}

Visiting Assistant Professor: *Parussa*

Lecturer: *Laviosa*

All courses, unless otherwise listed, are conducted in Italian. In all courses given in Italian, except seminars, some work may be required in the language laboratory.

Qualified students are encouraged to spend their junior year in Italy. See Special Academic Programs, Study Abroad.

The Italian department offers both a major and a minor as well as an interdisciplinary major in Italian Culture. See Directions for Election.

All courses in the Italian Department (with the exception of 350, 360 and 370) fulfill the Group A distribution requirement.

ITAL 101-102 Elementary Italian

Ward, Laviosa and Parussa

These courses focus on the development of basic language skills and the acquisition of both speaking and reading knowledge which will also be useful in the study of other disciplines. A general view of Italian civilization and contemporary culture through slide shows, authentic video programs, and graded brief readings offer an introduction to the country and its people. Three periods. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None

Distribution: None

Semester: Fall, Spring

Unit: 1.0

ITAL 201 Intermediate Italian I

Laviosa, Parussa

The aim of the course is to develop students' language skills through an in-depth review of grammar and intensive listening, speaking, reading, and writing activities. The reading of short stories, articles from Italian newspapers, and selected texts on Italian culture are used to promote critical reading skills. Listening comprehension is practiced through the viewing of Italian films and other authentic audio-visual material. Both reading and listening activities are followed by in-class discussion. *Three periods.*

Prerequisite: 101-102 or by permission of the instructor

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

ITAL 202 Intermediate Italian II

Viano, Laviosa

The focus of the course is the development of students' fluency in spoken and written Italian. Literary texts and newspaper articles on Italian current events are selected to promote critical and analytical reading skills. Italian films and other audio-visual material are used to improve listening skills and introduce students to some of the major themes in Italian culture. *Three periods.*

Prerequisite: 201 or by permission of the instructor

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ITAL 249 The Cinema of Transgression (in English)

Viano

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. The course will explore the work of Italian and Italian-American film directors such as Pier Paolo Pasolini and Martin Scorsese who have attempted to challenge both cinematic and moral codes. The course will deal with issues such as homosexuality and homo-sociality, the social construction of gender, and the conflict between religion as faith and religion as an institution. The course will enable students to think and write about cinema in terms of authorship. *Students wishing to take this course in Italian will have the opportunity of attending extra conferences in Italian.*

Prerequisite: Signature of instructor is required.

Distribution: Arts, Music, Theatre, Film, Video or

Language and Literature

Semester: N/O. Offered in 1999-2000.

Unit: 1.0

ITAL 261 Italian Cinema (in English)

Viano

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. A survey of Italian cinema from neorealism to the present through the work of its major directors (Fellini, Bertolucci, Visconti etc.). The in-depth analysis of each film will provide students with a knowledge of key issues in contemporary film theory: the relationship between cinema and reality; the role of the spectator; gender and politics of the film image.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O. Offered in 1999-2000.

Unit: 1.0

ITAL 262 Religion and Spirituality in Italian Cinema (in English)

Viano

Religious imagery, spiritual concerns and depictions of the Church are common elements in many Italian films. Making use of the most well-known and thought-provoking among them, the course will chart the presence of religion and spirituality in Italian culture, as well as explore the sacred as a cinematic genre. We will watch films by directors such as Rossellini, Fellini, Bertolucci and Cavani. The several films depicting the figure of St. Francis, spanning the period 1917-89, will give us the opportunity to examine different periods of film history, from silent to contemporary independent cinema.

Prerequisite: None

Distribution: Arts, Music, Theater, Film, Video or Language and Literature

Semester: Fall

Unit: 1.0

ITAL 263 Dante (in English)

Jacoff

The course offers students an introduction to Dante and his culture. The centrality and encyclopedic nature of Dante's *Divine Comedy* make it a paradigmatic work for students of the Middle Ages. Since Dante has profoundly influenced several writers of the 19th and 20th centuries, knowledge of the *Comedy* illuminates modern literature as well. This course presumes no special background and attempts to create a context in which Dante's poetry can be carefully explored.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

ITAL 264 Italian Film and Postmodernity (in English)

Viano

Familiarity with the concept of postmodernity is necessary for an understanding of the epochal changes which are affecting Western culture, its values and educational systems. Using a variety of recent Italian films, the course will map the theoretical ramifications of such a concept (multiculturalism; consumerism; society of the spectacle etc.) and provide students with a knowledge of contemporary Italian cinema. In addition, the films and socio-historical readings will introduce students to the new Italy that emerged from the

so-called "economic miracle" of the 1960s and from the end of the "Cold War." *Students wishing to take this course in Italian will have the opportunity of attending extra conferences in Italian.*

Prerequisite: 271 or by permission of instructor.

Distribution: Arts, Music, Theater, Video or Language and Literature

Semester: Spring

Unit: 1.0

ITAL 271 Introduction to Italian Studies

Parussa

Recent and dramatic transformations in the structure of Italian society have challenged the traditional image of Italy and Italians. Sexual liberation, the debate on gender roles and immigration have deeply changed the way Italians look at themselves. By way of attention to issues of sexuality, gender and race, the course will explore how Italian identity has changed over the last 30 years. The course will combine an historical survey of Italian literature pertinent to these themes with a theoretical analysis of how Italian identity has been represented. Even though students will read major authors like Dante, Petrarca and Boccaccio, greater emphasis will be given to contemporary writers like Italo Calvino, Pier Paolo Pasolini and Primo Levi. Background reading for the course includes essays on Gender Studies, feminism and Queer Theory.

Prerequisite: 202 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

ITAL 309 Italian-Jewish Identity

Parussa

In the light of recent events like a high profile Nazi war atrocity trial and the Pope's encyclical letter on the responsibilities of Christians in the Holocaust, the course aims to discuss Jewish identity in contemporary Italian culture. Students will read prose and poetry, essays and articles, as well as watching films which address issues of religious and national identity in a country like Italy which has traditionally been culturally, racially and linguistically homogenous. The course will also give students an overview of the formation and transformation of the Jewish community in Italian society. In addition to well known Italian Jewish writers such as Primo Levi and Giorgio Bassani, students will read pertinent works by non-Jewish Italian writers like Pier Paolo Pasolini and Rosetta Loy.

Prerequisite: 271 or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall

Unit: 1.0

ITAL 349 Seminar.

Ward

Topic for 1998-99: Fascism and Resistance. Fascism and Resistance are the two key historical and cultural experiences of twentieth-century Italy. Through analysis of texts drawn from the literature, cinema and cultural-political debate of the last 60 years, the course assesses the place Fascism and Resistance occupy and have occupied in the Italian collective memory. Topics include: Fascism, Resistance and the Risorgimento; origins and history of Fascism; interpretations of Fascism and Resistance; Fascism and Resistance in literature and film; Fascism and Resistance in the 1990s. Authors to be studied include: Giorgio Bassani, Italo Calvino, Natalia Ginzburg, Carlo Levi, Primo Levi, Roberto Rossellini and Paolo and Vittorio Taviani.

Prerequisite: 308 or 309 or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

ITAL 350 Research or Individual Study

Prerequisite: Open by permission to students who have completed two units in literature in the department.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

ITAL 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

ITAL 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Related Courses

ICPL 330 Comparative Literature: Topic for 1998-99: Narrative Practices

Directions for Election

The Italian department offers both a major and a minor in Italian as well as an interdisciplinary major in Italian culture.

The Italian major offers students the opportunity to acquire fluency in the language and knowledge of the literature and culture of Italy. Students are strongly urged to begin Italian in their first year. Italian 101-102 count toward the degree, but not the major. Students majoring in Italian are required to take eight (8) units above the 100 level, two of which must be at Grade III level. The requirement to take two courses at Grade III level may not be met by taking ITAL 350 (Research or Individual Study), ITAL 360 (Senior Thesis Research) or ITAL 370 (Senior Thesis). Students should consult with the chair about the sequence of courses they will take. Courses given in translation count toward the major. Qualified students are encouraged to spend their junior year abroad on an approved program. Courses in other languages and literatures, art and history are strongly recommended to supplement work in the major.

The Italian minor requires five (5) units above the 100 level. One of these units may be fulfilled by a course in translation if a student begins the study of Italian in her sophomore year.

Students interested in an interdepartmental major in Italian Culture are referred to the section of the catalog where Interdepartmental Programs are described.

Department of Japanese

Associate Professor: *Morley (Chair)*

Visiting Assistant Professor: *Steen*

Lecturer: *Torii*

Language Instructor: *Hatano, Ozawa*

All courses in the Japanese Department (with the exception of 250, 250H, 350, 350H, 360 and 370) fulfill the Group A distribution requirement.

JPN 101-102 Beginning Japanese

Morley and Staff

Introduction to the modern standard Japanese language. Emphasis on developing proficiency in listening, speaking, reading and writing, using basic expressions and sentence patterns. Five periods. *Students will receive a total of two and one-half units of credit for the year. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None

Distribution: None

Semester: Fall, Spring

Unit: 1.25

JPN 130 Japanese Animation

NOT OFFERED IN 1998-99. The world of Japanese animation (English subtitles) will be explored in an endeavor to understand the workings of popular culture in Japan. What makes Japan tick? New visitors to Japan are always struck by the persistence of traditional esthetics, arts, and values in a highly industrialized society entranced by novelty. Japanese animation will be used to try to understand this phenomenon from the inside. Two films will be viewed a week with one, 70 minute discussion section. No Japanese language ability required.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 0.5

JPN 155/WRIT 125 Exploring Solitude:

Japanese Writers Across the Ages

Morley

Most of us choose to write alone, in solitude. In Japanese literature solitude has been shaped into an intensely emotional response to nature and human experience. The esthetic values which many feel lie at the heart of the Japanese literary

and artistic tradition: *sabi* (solitude), *wabi* (the aged or weathered), *yugen* (subtle mystery), *shiori* (wiling) arose from this preoccupation with solitude. How do we recognize and understand these terms in the literature that we read? Do they find a resonance in our own experience? What Buddhist cultural beliefs influenced the development of these values in Japan? How are they recast in modern fiction to recapture what is felt to be a uniquely "Japanese" atmosphere? We will be reading selections from a variety of the classics such as *The Pillowbook*, *Essays in Idleness*, *Noh* plays, and the *haiku* poetry of Basho, as well as such modern and contemporary authors as Tanizaki Junichiro, Kawabata Yasunari, and Banana Yoshimoto. We'll also watch a TV adaptation of Banana Yoshimoto's *Kitchen*. No prior knowledge of Japanese language or literature is required. *This course counts toward the Japanese and Japanese Studies major requirements. Includes a third session each week.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

JPN 201-202 Intermediate Japanese

Torii and Staff

Continuation of 101-102. The first semester will emphasize further development of listening and speaking skills with more complex language structures as well as proficiency in reading and writing. The second semester will emphasize reading and writing skills. Five periods. *Students will receive two and one-half units of credit for the year. Each semester earns 1.25 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: 101-102 (1-2) or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.25

JPN 231 Advanced Japanese I

Ozawa

Development and refinement of language skills with the aim of achieving fluency in verbal expression and mastery of reading and writing skills. Language laboratory attendance is required. Meets three days a week. *Students must register for 233 in conjunction with 231 except by permission of instructor.*

Prerequisite: 201-202 (1-2) or permission of the instructor. Signature required.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

JPN 232 Advanced Japanese II

Ozawa

Japanese 231 and Japanese 232 are two one-semester courses, which taken in sequence with 233-234 constitute the third year of the Japanese language program. Meets three days a week. *Students must register for 234 in conjunction with 232 except by permission of instructor.*

Prerequisite: 231 and 233 or permission of the instructor. Signature of instructor required.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

JPN 233 Advanced Oral Skills

Torii

Students will practice oral and listening skills using a Japanese video tape of the television series, "Springtime Family" specially programmed for use in Advanced language classes. The goal of the course is to enable students to decipher actual spoken Japanese from the video tape and incorporate the spoken patterns and vocabulary in their own speech. Meets two days a week. *Students must register for 233 in conjunction with 231 except by permission of instructor.*

Prerequisite: Signature of instructor required.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

JPN 234 Advanced Oral Skills

Torii

Students will practice oral and listening skills using a Japanese video tape of the television series, "Springtime Family" specially programmed for use in Advanced language classes. The goal of the course is to enable students to decipher actual spoken Japanese from the video tape and to incorporate the spoken patterns and vocabulary in their own speech. Meets two days a week. *Students must register for 234 in conjunction with 232 except by permission of instructor.*

Prerequisite: Signature of instructor required.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

JPN 250 Research or Individual Study

Prerequisite: Open by permission of Department, Signature of instructor required.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

JPN 250H Research or Individual Study

Prerequisite: Open by permission of Department, Signature of instructor required.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

JPN 251 Japan Through Literature and Film (in translation)

NOT OFFERED IN 1998-99. A study of the great works of Japanese literature in translation from the 10th through the 18th centuries, including the early poetic diaries of the Heian Court ladies, the *Tale of Genji*, the *Noh* plays, the puppet plays of Chikamatsu, and the haiku poetry of Matsuo Basho. Emphasis on the changing world of the Japanese writer and the role of the texts in shaping Japanese aesthetic principles. Selected films shown throughout course.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

JPN 253 Modern Japanese Literature in the Postwar Period (in translation)

Steen

This course traces the development of postwar Japanese literature and literary criticism from the end of World War II until the present. Topics will include: how postwar intellectuals addressed questions of war responsibility; the response of writers to the atomic bombings; the emergence of various notions of "postmodernism"; shifting notions of cultural identity; the mass media and its effect on writers and their role.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

JPN 254 Modern Japanese Literature Through 1945 (in translation)

Steen

We will be exploring the twentieth century Japanese literature up to World War II. Topics will include fantasy, feminist fiction and memoirs, surrealism and dadaism, detective fiction.

We will include novels by *Natsume Soseki*, *Tanizaki Jun-ichiro* and *Mori Ogai*. We will also read a collection of prison memoirs written by women's rights activists, and some modern poetry.

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

JPN 309 Readings on Contemporary Japanese Social Science

NOT OFFERED IN 1998–99. Readings in Japanese with selections from current newspapers and journals. Two periods with discussion section.

Prerequisite: 232 and 234, or by permission of instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

JPN 310 Modern Japanese Prose

Steen

Students will be reading selections from a variety of well known modern authors in the original. The goal of the course is to familiarize the student with a variety of writing styles and with the corpus of significant literary works in the post World War II period. As well as translating, students will be writing short weekly essays in Japanese. Two periods with discussion section.

Prerequisite: Japanese 232 or permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

JPN 312 Readings in Classical Japanese Prose

Morley

Reading and discussion in Japanese of selections from classical Japanese literature: Focus on translation skills. Two periods with discussion section.

Prerequisite: 309, 310 or by permission of instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

JPN 350 Research or Individual Study

Prerequisite: Open by permission of Department to juniors and seniors. Signature of instructor required.
Distribution: None
Semester: Fall, Spring Unit: 1.0

JPN 350H Research or Individual Study

Prerequisite: Open by permission of Department to juniors and seniors. Signature of instructor required.
Distribution: None
Semester: Fall, Spring Unit: 0.5

JPN 351 Seminar. Becoming Modern: The Works of Natsume Soseki

Steen

What does it mean to be modern? Is there a distinctly modern experience, and if so, how has it changed people's lives? Natsume Soseki is widely regarded as the most insightful and versatile chronicler of Japan's agonistic experience of modernity. Course readings will include most of

his major works, including the novels *Botchan*, *I am a Cat* and *Light and Darkness*, as well as critical essays. Viewings of film versions of Soseki's novels and selections from secondary biographical and critical sources will also be included. All readings and class discussions will be in English.

Prerequisite: One unit in Japanese Studies or by permission of instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

JPN 352 Seminar. Love and Sexuality in Japanese Literature (in translation)

NOT OFFERED IN 1998–99. Eros and religion, charity, homoeroticism, the gothic, the heroic—we will consider numerous possibilities as presented by writers such as Ihara Saikaku, Higuchi Ichiyo, Izumi Kyoka, Yoshimoto Banana, and others.

Prerequisite: One unit in Japanese Studies or by permission of instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

JPN 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

JPN 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Directions for Election

The Japanese major requires a minimum of 8 units. Students concentrate on Japanese language and literature, and are strongly urged to begin language study in their first year. A junior year or summer of intensive language study in Japan is encouraged. Majors are required to take a minimum of two years of Japanese beyond 101-102 (Japanese 201-202 counts as one course toward the major.), two courses at the 300 level, and at least two non-language courses (which may include 310, 312) for a total of eight courses taken within the department. Either (231-232) or (233-234) may be counted towards the major but not both. Courses from Japanese Studies are strongly recommended to supplement work in the major. An advisor should be chosen from within the department.

Students interested in an interdepartmental major in Japanese Studies are referred to the section of the catalog where Interdepartmental Programs are described.

Department of Mathematics

Professor: *Hirschhorn, Magid, Shuchat^{A2}, Shultz, Sontag, Wang, Wilcox*
Associate Professor: *Bu, Morton (Chair), Trenk*
Assistant Professor: *Kerr, Frechette*

All courses in the Math Department (with the exception of 103, 350, 360 and 370) fulfill the Group C distribution requirement.

Most courses meet for two periods weekly with a third period approximately every other week.

MATH 100 Introduction to Mathematical Thought

NOT OFFERED IN 1998–99. Topics chosen from areas such as strategies, computers, infinite sets, knots, coloring problems, number theory, geometry, group theory. This course does not count toward the major.

Prerequisite: Not open to students who have taken 115 or the equivalent.
Distribution: None
Semester: N/O

Unit: 1.0

MATH 101 Reasoning with Data: Elementary Applied Statistics

Shuchat, Magid

An introduction to the fundamental ideas and methods of statistics for analyzing data. Topics include: descriptive statistics, basic probability, inference and hypothesis testing. Emphasis on understanding the use and misuse of statistics in a variety of fields, including medicine and both the physical and social sciences. This course is intended to be accessible to those students who have not yet had calculus.

Prerequisite: For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement, by passing the QR assessment or by taking EXT D 140.
Distribution: Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall, Spring

Unit: 1.0

MATH 102 Applications of Mathematics without Calculus

The Staff

This course explores several areas of mathematics which have application in the physical and social sciences, yet which require only high-

school mathematics as a prerequisite. The areas covered will be chosen from: systems of linear equations, linear programming, probability, game theory and stochastic processes. Students will solve interesting problems on topics ranging from medical testing to economics. Many unexpected results demonstrate the value of careful mathematical reasoning. May not be counted toward the major.

Prerequisite: None
Distribution: Mathematical Modeling
Semester: Spring

Unit: 1.0

MATH 103 Precalculus

Wilcox

This course is open to students who lack the necessary preparation for 115 and provides a review of algebra, trigonometry, and logarithms necessary for work in calculus. Methods of problem solving; an emphasis on development of analytic and algebraic skills.

Prerequisite: Open by permission of the department.
Distribution: None
Semester: Fall

Unit: 1.0

MATH 105 Introduction to Calculus

NOT OFFERED IN 1998–99. A one-semester course in calculus, covering basic concepts of limits, differentiation and integration of algebraic, exponential and logarithmic functions with applications in the social, behavioral and life sciences. Intended for students majoring in the humanities or social sciences whose needs may be met by one semester of calculus. Students will have access to computers and to problem solving in the math lab using “Joy of Mathematica.”

Prerequisite: Three years of high-school mathematics. Not open to students with AP credit in mathematics or students who have taken Math 115 and/or 116 or 116Z or the equivalent. Students may not receive credit for both 105 and 115. Potential economics majors should take 115, 116, 116Z or 120. Pre-med students should consult their pre-med advisor when deciding which calculus courses to take.
Distribution: Mathematical Modeling
Semester: N/O

Unit: 1.0

MATH 115 Calculus I

The Staff

Introduction to differential and integral calculus for functions of one variable. The course covers differentiation and integration of algebraic, trigonometric, logarithmic and exponential functions. This course will emphasize the relationship of calculus to real-world problems.

Prerequisite: Open by permission of the department, based on the results of the departmental placement exam.

Distribution: Mathematical Modeling

Semester: Fall, Spring

Unit: 1.0

MATH 116 Calculus II

The Staff

Theoretical basis of limits and continuity, Mean Value Theorem, further integration techniques. L'Hôpital's rule, improper integrals. Applications to volumes. Sequences and infinite series, power series, Taylor series.

Prerequisite: 115 or the equivalent.

Distribution: Mathematical Modeling

Semester: Fall, Spring

Unit: 1.0

MATH 116Z Calculus II Via Applications

The Staff

Topics are similar to those in 116, except that differential equations are discussed at greater length, and discussion of infinite series focuses on Taylor series. This course will stress the relationship of calculus to real-world problems. To facilitate this, and to enhance conceptual understanding, topics will be presented graphically and numerically as well as algebraically.

Prerequisite: 115 or the equivalent.

Distribution: Mathematical Modeling

Semester: Fall, Spring

Unit: 1.0

MATH 120 Calculus IIA

The Staff

A variant of 116 for students who have a thorough knowledge of the techniques of differentiation and integration, and familiarity with inverse trigonometric functions and the logarithmic and exponential functions. Includes a rigorous and careful treatment of limits, sequences and series, Taylor's theorem, approximations and numerical methods, Riemann sums. Improper integrals, L'Hôpital's rule, applications of integration. *Not open to students who have completed 115, 116, 116Z or the equivalent.*

Prerequisite: Open by permission of the department to students who have completed a year of high-school calculus. (Students who have studied Taylor series should elect 205.)

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

MATH 200 Introduction to Mathematical Reasoning

Trenk

An introduction to reasoning in higher mathematics via topics accessible to beginning students. Working with proofs and mathematical notation; the spirit of mathematical thinking. Specific topics covered will include mathematical induction; topics in number theory such as congruences, Fibonacci numbers and continued fractions; topics in set theory such as cardinality and infinite sets; properties of the real numbers. This course is meant to be a transition to abstract mathematical thinking, in preparation for other courses at the 200 and 300 level. *Intended for first-year students enrolled in Math 116, 116Z, or 120 in the fall, and students enrolled in 205. Can be taken concurrently with Math 205 or 206.*

Prerequisite: Permission of the instructor. Not open to juniors and seniors.

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

MATH 205 Intermediate Calculus

The Staff

Vectors, matrices, and determinants. Polar, cylindrical, and spherical coordinates. Curves, functions of several variables, partial and directional derivatives, gradients, vector-valued functions of a vector variable, Green's Theorem. Multiple integrals.

Prerequisite: 116, 116Z, 120, or the equivalent.

Distribution: Mathematical Modeling

Semester: Fall, Spring

Unit: 1.0

MATH 206 Linear Algebra

Magid

Vector spaces, subspaces, linear independence, bases, dimension, inner products. Linear transformations, matrix representations, range and null spaces, inverses, foreign values. Applications to differential equations and Markov processes. Emphasis on proving theorems.

Prerequisite: 205

Distribution: Mathematical Modeling

Semester: Fall, Spring

Unit: 1.0

MATH 206Z Linear Algebra via Applications
Shuchat

Topics are similar to those in 206, but applications are used to motivate the fundamental ideas of linear algebra. Students learn to prove theorems, but there is less emphasis on this than in 206. Applications are chosen from such areas as economics, demography, statistics, ecology, and physics. 206Z may be counted towards the mathematics major instead of 206, but does not, by itself, satisfy the prerequisite for 302 or 305.

Prerequisite: 205
Distribution: Mathematical Modeling
Semester: Fall Unit: 1.0

MATH 208/310 Functions of a Complex Variable
Frechette

Complex numbers and the complex plane. Definitions and mapping properties of elementary complex functions. Analyticity and the Cauchy-Riemann equations. Complex-integration theory including the Cauchy-Goursat Theorem; Taylor and Laurent series; Maximum Modulus Principle; residue theory and singularities. Additional topics such as conformal mapping and Riemann surfaces as time permits. Assignments will be tailored to the level (200 or 300) for which the student is registered. Majors can fulfill the Major Presentation Requirement in this course. *Offered in alternate years.*

Prerequisite: 205 is a prerequisite for 208, 302 is a pre- or co-requisite for 310.
Distribution: Mathematical Modeling
Semester: Fall. Not offered in 1999–2000. Unit: 1.0

MATH 210 Differential Equations
Wang

Introduction to theory and solution of ordinary differential equations, with applications to such areas as physics, ecology, and economics. Includes linear and nonlinear differential equations and equation systems, existence and uniqueness theorems, and such solution methods as power series, Laplace transform, and graphical and numerical methods.

Prerequisite: 205
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

MATH 212 Topics in Geometry
Kerr

Topic for 1998–99: Differential Geometry. Topic for 1999–2000: Non-Euclidean Geometry. An introduction to the differential geometry of curves and surfaces. Topics include curvature of curves and surfaces, first and second fundamental forms, equations of Gauss and Codazzi, the fundamental theorem of surfaces, geodesics and surfaces of constant curvature. Majors can fulfill the Major Presentation Requirement in this course.

Prerequisite: 205 or permission of instructor.
Distribution: Mathematical Modeling
Semester: Spring Unit: 1.0

MATH 220 Probability and Elementary Statistics
Magid

Topics selected from the theory of sets, discrete probability for both single and multivariate random variables, probability density for a single continuous random variable, expectations, mean, standard deviation, and sampling from a normal population.

Prerequisite: 116, 116Z, 120, or the equivalent. Open to first-year students by permission of the instructor.
Distribution: Mathematical Modeling. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Spring Unit: 1.0

MATH 225 Combinatorics and Graph Theory
Shultz

Enumeration of selections and arrangements, basic graph theory (isomorphism, coloring, trees), generating functions, recurrence relations. Methods of proof such as mathematical induction, proof by contradiction. Other possible topics: pigeonhole principle, Ramsey theory, Hamiltonian and Eulerian circuits, Polya's theorem.

Prerequisite: 116, 116Z, 120, or the equivalent.
Distribution: Mathematical Modeling
Semester: Fall Unit: 1.0

MATH 249 Selected Topics
NOT OFFERED IN 1998–99.

Prerequisite: None
Distribution: Mathematical Modeling
Semester: N/O Unit: 1.0

MATH 251 Topics in Applied Mathematics*Bu*

Topic for 1998–99: Partial Differential Equations. A course in partial differential equations and their applications to the physical and biological sciences. Linear and quasi-linear equations, methods for solving the heat, wave and Laplace's equations, Fourier series and integrals, eigenfunction expansions, Green's functions, integral transformations, Bessel and Legendre functions, initial and/or boundary value problems, applications in the physical and biological sciences. Majors can fulfill the Major Presentation Requirement in this course.

Prerequisite: 205 or permission of the instructor. Some knowledge of ordinary differential equations is recommended but not necessary.

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

MATH 302 Elements of Analysis I*Sontag*

Metric spaces; compact, complete, and connected spaces; continuous functions; differentiation and integration; interchange of limit operations as time permits.

Prerequisite: 205, and either 206 (not 206Z) or 225 or 212 (Non-Euclidean Geometry).

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

MATH 303 Elements of Analysis II

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. A continuation of Math 302. Topics chosen from: theory of Riemann integration, measure theory, Lebesgue integration, Fourier series, and calculus on manifolds. *Offered in alternate years.*

Prerequisite: 302

Distribution: Mathematical Modeling

Semester: N/O. Offered in 1999–2000.

Unit: 1.0

MATH 305 Modern Abstract Algebra I*Trenk*

Introduction to groups, rings and fields. Equivalence relations, subgroups, normal subgroups, ideals, homomorphisms and isomorphisms.

Prerequisite: 206; or 206Z and 212 (Non-Euclidean Geometry); or 206Z and 225

Distribution: Mathematical Modeling

Semester: Fall

Unit: 1.0

MATH 306 Modern Abstract Algebra II*Hirschhorn*

Topics chosen from field theory and Galois theory. Using groups to study automorphisms of fields generated by the roots of a polynomial, with applications to solvability.

Prerequisite: 305

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

MATH 307 Topology*Kerr*

Introduction to point-set, algebraic, and differential topology. Topics selected from topological spaces, continuity, connectedness, compactness, product spaces, separation axioms, homotopy, the fundamental group, manifolds. Majors can fulfill the Major Presentation Requirement in this course. *Alternate-year course.*

Prerequisite: 302

Distribution: Mathematical Modeling

Semester: Fall. Not offered in 1999–2000.

Unit: 1.0

MATH 309 Foundations of Mathematics

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. An introduction to the logical foundations of modern mathematics, including set theory, cardinal and ordinal arithmetic, and the axiom of choice. *Alternate-year course.*

Prerequisite: 302 or 305.

Distribution: Mathematical Modeling

Semester: N/O. Offered in 1999–2000.

Unit: 1.0

MATH 310/208 Functions of a Complex Variable*Frechette*

Complex numbers and the complex plane. Definitions and mapping properties of elementary complex functions. Analyticity and the Cauchy-Riemann equations. Complex-integration theory including the Cauchy-Goursat Theorem; Taylor and Laurent series; Maximum Modulus Principle; residue theory and singularities. Additional topics such as conformal mapping and Riemann surfaces as time permits. Assignments will be tailored to the level (200 or 300) for which the student is registered. Majors can fulfill the Major Presentation Requirement in this course. *Offered in alternate years.*

Prerequisite: 205 is a prerequisite for 208, 302 is a pre- or co-requisite for 310.

Distribution: Mathematical Modeling

Semester: Fall. Not offered in 1999–2000.

Unit: 1.0

MATH 349 Selected Topics

Frechette

Topic for 1998–99: Number Theory. Topics to be chosen from: divisibility, congruences, quadratic reciprocity; distribution of prime numbers, special types of primes, public-key cryptography and the RSA code; elliptic curves, modular forms and Fermat’s Last Theorem; unsolved problems in number theory. Students will discover some of the theory by searching for patterns and finding evidence for conjectures. Historical references will be woven throughout the course. Majors can fulfill the Major Presentation Requirement in this course.

Prerequisite: 305

Distribution: Mathematical Modeling

Semester: Spring

Unit: 1.0

MATH 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

MATH 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

MATH 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Placement in Courses and Exemption Examinations

The Mathematics Department reviews elections of calculus students and places them in 103, 105, 115, 116, 116Z, 120, or 205 according to their previous courses and examination results. No special examination is necessary for placement in an advanced course. Also see the descriptions for these courses.

Students may receive course credit towards graduation through the CEEB Advanced Placement Tests in Mathematics. Students with scores of 4 or 5 on the AB Examination or 3 on the BC Examination receive one unit of credit (equivalent to 115) and are eligible for 116, 116Z or 120. Those entering with scores of 4 or 5 on the BC Examination receive two units (equivalent to

115 and 116 or 115 and 120) and are eligible for 205. Students with a 4 or 5 on the AP Examination in Statistics receive one unit of credit (equivalent to 101) and satisfy the Quantitative Reasoning overlay course requirement. Advanced Placement credits may not count toward the major.

Directions for Election

Students majoring in mathematics must complete 115 and 116 or 116Z (or the equivalent) and at least seven units of Grade II and III courses, including 205, 206 (or 206Z), 302, 305, and one other 300-level course. Potential majors who have completed 116, 116Z or 120 in their first semester at Wellesley are encouraged to consider taking 200 the following spring, to get a taste of what mathematics is like beyond calculus. Starting with the class of 2000, students entering with AP credits must complete 8 units in the department.

Students expecting to major in mathematics should complete the prerequisites for 302 and 305 before the junior year. The prerequisite for 302 is 205 and either 206 (not 206Z) or 225 or 212 (when the topic is Non-Euclidean Geometry); for 305 the prerequisite is either 206; or 206Z and 225; or 206Z and 212 (when the topic is Non-Euclidean Geometry). Beginning with the class of 2000, independent study units (Math 350, 360, 370) may not count as one of the three 300-level courses required for the major.

Majors are also required to present one classroom talk in either their junior or senior year, usually in one of the courses specially designated as fulfilling this requirement (“Fulfills the Major Presentation Requirement”). Usually two such courses are designated each semester. In addition, a limited number of students may be able to fulfill the presentation requirement in other courses. Students need to speak with individual instructors to find out what is possible in a given course. (This requirement replaces the old Majors’ Seminar Requirement.)

Students expecting to do graduate work in mathematics should elect 302, 305, and at least four other Grade III courses, possibly including a graduate course at MIT. They are also advised to acquire a reading knowledge of one or more of the following languages: French, German, or Russian.

The mathematics minor is recommended for students whose primary interests lie elsewhere but who wish to take a substantial amount of mathematics beyond calculus. Option I (5 units) consists of: (A) 205, 206 (or 206Z) and (B) 302 or 305 and (C) two additional units, at least one of which must be at the 200- or 300-level. Option II (5 units) consists of: (A) 205, 206 (or 206Z) and (B) three additional 200- or 300-level units. A student who plans to add the mathematics minor to a major in another field should consult a faculty advisor in mathematics.

Students interested in teaching mathematics at the secondary-school level should consult the Chair of the Department of Mathematics and the Chair of the Department of Education. Students interested in taking the actuarial science examinations should consult the Chair of the Department of Mathematics.

Students are encouraged to elect MIT courses that are not offered by the Wellesley College mathematics department.

The department offers the following options for earning honors in the major field: (1) completion of 302, 305, and four other Grade III courses, and two written comprehensive examinations or (2) two semesters of thesis work (360 and 370). An oral examination is required for both programs.

Department of Music

Professor: *Zallman, Brody*

Associate Professor: *Fisk, Fleurant (Chair)*

Assistant Professor: *Fontijn, Panetta*

Chamber Music Society: *Cirillo (Director), Plaster (Assistant Director), Stumpf*

Collegium Musicum: *Fontijn*

Wellesley College Choirs: *Wyner^A, Hulse*

Wellesley College Orchestra: *Wu*

Instructor in Performing Music:

Piano: *Fisk, Shapiro, Alderman, Barringer (jazz piano and keyboard improvisation), Urban (keyboard skills), Yun*

Voice: *Hewitt-Didham, Dry, Sanford*

Jazz Voice: *Thorson*

Violin: *Cirillo*

Jazz Violin: *Risk*

Baroque Violin: *Stepner*

Viola: *Gazouleas*

Violoncello: *Wu*

Double Bass: *Henry*

Flute: *Krueger, Preble*

Jazz Flute: *Marvuglio*

Oboe: *Gore*

Clarinet: *Matasy*

Bassoon: *Plaster*

Saxophone: *Matasy*

Jazz Saxophone: *Miller*

French Horn: *Gainsforth*

Percussion: *Jorgensen*

Marimba: *Zeltsman*

Trumpet: *Hall*

Trombone: *Couture*

Tuba: *Carriker*

Organ: *Christie*

Harp: *Rupert*

Guitar and Lute: *Collver-Jacobson*

Harpsichord and Continuo: *Cleverdon*

Viola da Gamba: *Jeppesen*

Recorder: *Stillman*

Performance Workshop: *Staff*

Courses in the Music Department (with the exception of 99, 250, 250H, 299, 308, 350, 350H, 360 and 370) fulfill the Group A distribution requirement.

MUS 99 Performing Music

Staff

One half-hour private lesson per week. Students may register for 45-minute or hour lessons for an additional fee. For further information, including fees, see Performing Music: Private Instruction. See also Music 199, 299, and 344.

Prerequisite: *A basic skills test is mandatory for all students wishing to enroll in Music 99 or 199.* For those who do not pass this test, a co-requisite to Music 99 is Music 111.

Distribution: None

Semester: Fall, Spring

Unit: None

MUS 100 Music in Context

Fontijn

A listener's introduction to western music, within its cultural and historical contexts. The course will survey prominent forms and styles, beginning with the liturgical and vernacular repertoires of the Middle Ages and extending to music composed within the past year. A fundamental goal of Music 100 is that students learn to listen to music critically: to perceive and interpret formal design, stylistic character, and expressive content in works of many genres. No previous musical training or background is assumed. Two lectures and one conference meeting. May not be counted toward the major.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit 1.0

MUS 105 Introduction to World Music

Fleurant

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. A survey of non-western music cultures and non-traditional fields, providing a foundation in the methodology and materials of modern ethnomusicology.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit 1.0

MUS 111 Tuning the Ear, Mind and Body

Fisk

Preparation in the primary elements of music, emphasizing rhythm and pitch perception, reading skill, keyboard familiarity, and correct music notation. Study in basic materials of music theory will include scale and chord construction, transposition, and procedures for harmonizing simple melodies. May not be counted toward the major. Three class meetings.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit 1.0

MUS 122 Pitch Structure in Tonal Music

Brody, Zallman

A thorough grounding in species counterpoint and tonal cadence structures. Also includes a rigorous review of musical materials and terminology, accompanied by regular ear training practice with scales, intervals, chords, and melodic and rhythmic dictation. Normally followed by 244. Three class meetings.

Prerequisite: Open to all students who have completed or exempted Music 111.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring

Unit 1.0

MUS 199 Performing Music Intermediate

Staff

One 45-minute lesson per week. A minimum of six hours of practice per week is expected. Music 199 may be repeated, ordinarily for a maximum of four semesters. One credit is given for a year of study, which must begin in the first semester. Not to be counted toward the major in music. For further information, including fees, see Performing Music: Private Instruction and Academic Credit. See also Music 99, 299, and 344.

Audition requirements vary, depending on the instrument. The piano requirements are described here to give a general indication of the expected standards for all instruments: all major and minor scales and arpeggios, a Bach two-part invention or movement from one of the French Suites, a movement from a Classical sonata, and a composition from either the Romantic or Modern period. *No credit will be given unless both semesters are completed satisfactorily.*

Prerequisite: *A basic skills test is mandatory for all students wishing to enroll in 199.* Open by audition to students who are taking, have taken, or have exempted Music 122. Completion of an additional music course is required before credit is given for a second year of 199. Music 122 must normally be completed during the first semester of 199.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall-Spring

Unit 1.0

MUS 200 History of Western Music I

Panetta

The first part of a comprehensive survey of Western music history, 200 (1) covers the Medieval, Renaissance, and Baroque (to 1750). The course considers the elements and evolution of musical forms and styles, and includes discussions of the role of the artist in society, the intersections between popular and art music, and the influence of patronage and politics on artistic creation. The course places special emphasis on

the acquisition of analytical skills, and students are encouraged to devise and support interpretive hypotheses in written essays. This survey is continued by Music 201 (2) in the second semester.

Prerequisite: 244

Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit 1.0

MUS 201 History of Western Music II

Panetta

A completion of the survey of Western music history begun in 200 (1), Music 201 examines the pre-Classical, Classical, and Romantic periods, as well as the music of the twentieth century. The course places special emphasis on the acquisition of analytical skills, and students are encouraged to devise and support interpretive hypotheses in written essays.

Prerequisite: 244

Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit 1.0

MUS 209/AFR 224 A History of Jazz

Panetta

This course offers a listener's introduction to jazz, one of the greatest expressions of American genius. Early jazz drew from several vibrant streams of indigenous musical art (including rag-time and Blues idioms), and subsequent stylistic phases have corresponded closely to significant developments in American social history; knowledge of jazz is thus highly relevant to an understanding of twentieth-century American culture. Through a selection of recordings, we will follow the progression of jazz history from African roots to recent developments; readings from source documents and contemporary accounts will offer perspective on the social history of jazz and the position of the jazz musician in society. Two class meetings, supplemented by live performances and by screenings and discussions of historical films. *Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or
Historical Studies
Semester: Fall Unit 1.0

MUS 210/AFR 210 Folk and Ritual Music of the Caribbean

NOT OFFERED IN 1998–99. *Students may register for either AFR 210 or MUS 210. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or
Religion, Ethics, and Moral Philosophy
Semester: N/O Unit 1.0

MUS 213 Twentieth-Century Techniques

Brody

Studies in the language and style of the concert music of our century through analysis of smaller representative compositions of major composers. Short exercises in composition will be designed to familiarize students with the structural principles in the works of these composers.

Prerequisite: 122 or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit 1.0

MUS 224/REL 224 Hildegard of Bingen

Elkins, Fontijn

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. In celebration of the nine-hundredth anniversary of her birth, this interdisciplinary seminar will focus on the music, dramatic productions, vision literature, and theology of the renowned twelfth-century abbess Hildegard of Bingen. Attention will also be given to her scientific work on medicine, the manuscript illuminations of her visions, and the productions of her music popular today. Students will have the opportunity to perform Hildegard's music with the Wellesley College Collegium Musicum directed by Claire Fontijn. *Students may register for either MUS 224 or REL 224. Credit will be given in the department in which the student is registered.*

Prerequisite: Permission of one of the instructors.

Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1999–2000. Unit 1.0

MUS 225/325/AFR 232/332 Topics in Ethnomusicology: Africa & The Caribbean

Fleurant

The course will focus on the traditional, folk and popular musics of Africa and the Caribbean. Emphasis will be put on issues of Africanism and marginal retentions in the musics of Brazil, Cuba and Haiti, the three major countries in the Americas known for their Africanism. The musics of Candomble, Santeria, and Vodun, and as well as the samba, rumba and meringue, the national musics of the three New World countries under consideration will be discussed in terms of their respective influence on the modern musics of Africa. Finally, the musical "round trip" between Africa and the Caribbean whereby the genre such as the rumba spawned new forms like the juju of Nigeria, the soukous of Zaire and the highlife of Ghana will be also discussed in the course. *Students may register for either MUS 225/325 or AFR 232/332. Credit will be given in the department in which the student is registered.*

Prerequisite: 100, 111, 122 or by permission of the instructor. In addition, for MUS 325 or AFR 332, MUS 200 is required.
Distribution: Arts, Music, Theatre, Film, Video or Religion, Ethics, and Moral Philosophy
Semester: Spring Unit 1.0

MUS 235/335 Music in Historical/Critical Context

Fontijn

Topic for 1998–99: Women in Music. An introduction to the history of works composed by women and to feminist music criticism and analysis. Issues surrounding women as composers, performers, and patrons as well as those concerning notions of gender, race, and sexuality are addressed in lectures, discussions, readings, listening assignments, compositions, and informal performances. While both levels emphasize socio-cultural critique and feminist theory, Music 335 focuses on analysis and listening skills.

Prerequisite: 235, open to all students; 335: 200 or 201 required.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit 1.0

MUS 244 Harmony

Zallman

A continuation of 122. Written exercises in four-part and keyboard-style harmony, accompanied by a keyboard lab with practice in figured bass and playing basic harmonic progressions. Range of study will include harmonic functionality, techniques of expansion, and melodic ornamentation, with practice in fundamental techniques of analysis. Three class meetings and one 60-minute laboratory.

Prerequisite: 122
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit 1.0

MUS 249 Musical Scholarship, Musical Thought, and Performance

Fisk

NOT OFFERED IN 1998–99. An exploration of some of the ways that historical, analytical, and critical study of music can contribute to its performance. The course will undertake several historical and analytic “case studies,” each of a piece from a different historical period and for a different combination of performers. In each case, we will attempt to reach an understanding of historical and musical forces that motivate the

particular shape and character of the music, and will investigate how such understanding can in turn motivate the ways performers bring shape and character to their performances. Strongly recommended for students in 199 and, especially, 299.

Prerequisite: 122, 244 (co-requisite), or by permission of the instructor
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit 1.0

MUS 250 Research or Individual Study

Prerequisite: Open to qualified students by permission.
Distribution: None
Semester: Fall, Spring Unit 1.0

MUS 250H Research or Individual Study

Prerequisite: Open to qualified students by permission.
Distribution: None
Semester: Fall, Spring Unit 0.5

MUS 275 Computer Music: Synthesis Techniques and Compositional Practice

Brody

An overview of the fundamental concepts, techniques and literature of electronic and computer music. Topics include: the technology of acoustic and digital musical instruments, MIDI programming, sound synthesis techniques (frequency modulation, sampling, linear synthesis, wave-shaping, etc.), and the history of electronic music. Students will produce brief compositional exercises as well as learning basic programming and related technical skills.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit 1.0

MUS 299 Performing Music Advanced

Staff

One hour private lesson per week. A minimum of ten hours of practice per week is expected. Music 299 may be repeated without limit. One credit is given for a year of study. Not to be counted toward the major in music. For further information, including fees, see Performing Music and Performance Workshop: Private Instruction and Academic Credit. See also Music 99, 199, and 344.

Students who have taken or exempted Music 122 and have completed at least one year of Music 199 are eligible for promotion to 299. One 200 or 300 level music course must be completed for each unit of credit granted for Music 299. (A music course used to fulfill the requirement for Music 199 may not be counted for 299.)

A student eligible for Music 299 is expected to demonstrate accomplishment distinctly beyond that of the Music 199 student. Students are recommended for promotion by their instructor and must have received a grade not lower than a B+ on their final 199 jury examination. *No credit will be given for this course unless both semesters are completed satisfactorily.*

Prerequisite: 199

Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall-Spring Unit: 1.0

MUS 300 Major Seminar: Studies in History, Theory, Analysis, Special Topics

Offered in both semesters with two topics each semester.

Fleurant

Topic A: Field Work in Ethnomusicology

Field work as a central element of ethnomusical research will be the main focus of this course, which will use the Greater Boston ethnic communities as a world music laboratory. Students will be encouraged to choose an ethnic genre represented in the Boston area for their field work, which will involve collection, transcription and analysis of the music of that genre as influenced by urbanization and modernization. Using appropriate readings in the literature on field work to corroborate their empirical research, students should develop an appreciation for the problems involved in the collection, documentation and recording of world music events.

Prerequisite: 200, 244

Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 0.5

Zallman

Topic B: Arnold Schoenberg, Theorist

An original thinker, iconoclast, practical musician, Schoenberg wrote on a great variety of musical topics and issues. We will read and discuss selected articles on theory, composition, and performance from his collected writings entitled "Style and Idea". His varied discussions of basic principles of composition and the aesthetic criteria for musical coherence that he set forth provide valuable insights into both 20th-century and pre-20th-century formal practices. Maximum time will be devoted to the essay "Brahms the Progressive" including a close study of the musical examples that he analyzes to illustrate his text.

Prerequisite: 201, 244

Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 0.5

Panetta

Topic C: Text and Music in the Italian Madrigal

Expressive text-setting, an increasing preoccupation of Renaissance composers, was brought to an exquisite point of development in the Italian madrigal, the most important secular genre of the sixteenth century. Beginning with sonnets, pastoral verse, and epic poetry of the highest quality, madrigal composers fashioned individualized musical settings that drew upon both Franco-Flemish imitative traditions and Italian vernacular idioms. This module will combine close readings of poetic texts with analysis of settings by Rore, Marenzio, Arcadelt, Gesualdo, and Monteverdi.

Prerequisite: 200, 244

Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 0.5

Fontijn

Topic D: The Cantatas of Johann Sebastian Bach

Ravishingly beautiful in the way in which they showcase the voice and a variety of instruments as well as elicit strong emotion, the cantatas offer insights into J.S. Bach's craft at several stages of his career. This course examines works from each of those stages, including an early composition from Mhlhausen, a survey of the Weimar and Cthen periods, and the three Leipzig Jahrgnge (yearly cycles), when the composer vigorously created and produced a weekly cantata for the entire liturgical year; Bach's secular cantatas will also be considered. We conclude with a study of the cantatas of BWV 248, collectively known as the Christmas Oratorio. The course addresses issues of dramatic structure, text settings, performance practice, and patronage; interested students may present a performance of a cantata excerpt as part of their course work.

Prerequisite: 200, 244

Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 0.5

MUS 308 Choral and Orchestral Conducting *Wu*

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. Techniques of score preparation, score reading, rehearsal methods, and baton techniques. The development of aural and interpretive conceptual skills through class lectures and rehearsals, demonstrations of instruments, individual tutorials, and projects designed according to the student's development and interest.

Prerequisite: 200, 315 (which may be taken concurrently), or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1999-2000. Unit: 1.0

MUS 313 Twentieth-Century Analysis and Composition

Brody

A study of compositional devices of 20th-century music through the analysis of selected short examples from the literature. Music 213 and 313 will meet together. However, Music 313 will focus on the composition of complete pieces in addition to other regular class assignments.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring Unit 1.0

MUS 314 Tonal Composition

Zallman

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. A study of tonal forms—the minuet, extended song forms, and the sonata—through the composition of such pieces within the style of their traditional models. Offered in alternation with 313.

Prerequisite: 244

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered in 1999-2000. Unit 1.0

MUS 315 Advanced Harmony

Zallman

Follows Music 244: study of common phrase structures, simple formal patterns; chromaticism derived from diatonic tonal procedures and chromatic cords through written exercises in free textures and analysis of some late Beethoven piano compositions. This year's course will include an introduction to basic Schenkerian terminology and modes of analysis.

Prerequisite: 244; plus any of the following - 313, 314, 201

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall Unit 1.0

MUS 333 Topics in the Literature of Music

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O. Offered 1999-2000. Unit 1.0

MUS 344 Performing Music-A Special Program

Staff

Intensive study of interpretation and of advanced technical performance problems in the literature. One hour lesson per week plus a required performance workshop. Note that the only credit course in performance that can count *toward the music major* is Music 344.

Prerequisite: One to four units may be counted toward the degree, provided at least two units in the literature of music other than Music 200-201, a prerequisite for 344, are completed. One of these units must be Grade III work, the other either Grade III or Grade II work which counts toward the major. Music 344 should ordinarily follow or be concurrent with such courses in the literature of music; not more than one unit of 344 may be elected in advance of election of these courses. Only one unit of 344 may be elected per semester. Permission to elect the first unit of 344 is granted only after the student has successfully auditioned for the department faculty upon the written recommendation of the instructor in performing music. This audition ordinarily takes place in the second semester of the sophomore or junior year. Permission to elect subsequent units is granted only to a student whose progress in 344 is judged excellent.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall, Spring Unit 1.0

MUS 350 Research or Individual Study

Directed study in analysis, composition, orchestration, or the history of music.

Prerequisite: Open to qualified juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring Unit 1.0

MUS 350H Research or Individual Study

Prerequisite: Open to qualified students by permission

Distribution: None

Semester: Fall, Spring Unit 0.5

MUS 360 Senior Thesis Research

Prerequisite: By permission of department. See Directions for Election and Academic Distinctions.

Distribution: None
Semester: Fall, Spring Unit 1.0

MUS 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit 1.0

Related Courses:

For Credit

AFR 224 A History of Jazz

AFR 210 Folk and Ritual Music of the Caribbean

GER 253 Music and Literature: The German Tradition

Directions for Election of Major and Minor

The music major is a 10 unit program. The normal sequence of courses for the major is: 122, 244 (theory and harmony); 200-201; one of the following: 313, 314 (composition), 315 (advanced harmony); a total of two semesters of 300 (a Major Seminar offered in four modular units per year with changing topics in the areas of history, theory, analysis, plus one special topic module). Also required are three additional elected units of 200 or 300 level work.

A minor in music, a 5 unit program, consists of: 122, 244; 200-201 or one of these plus another history or literature course, and one additional 300 level course.

The Major Seminar is open both to minors and other students with appropriate prerequisites.

Students who plan to undertake graduate study in music should be aware that a knowledge of both German and French is essential for many kinds of work at that level, and a proficiency in Italian is highly desirable. Also of value are studies in European history, literature, and art.

Music majors are especially urged to develop their musicianship - through the acquisition of basic keyboard skills, through private instruction in practical music, and through involvement in the Music Department's various performing organizations.

Group instruction in basic keyboard skills, including keyboard harmony, sight reading and score reading, is provided to all students enrolled in any music course (including Music 100 with

the instructor's permission and if space is available) and to Music 99 students with the written recommendation of their studio instructor. Ensemble sight reading on a more advanced level is also available for advanced pianists.

The department offers a choice of three programs for Honors, all entitled 360/370. Under Program I (two units of credit) the honors candidate performs independent research leading to a thesis and an oral examination. Under Program II, honors in composition, one unit is elected per semester in the senior year, these units culminating in a composition of substance and an oral examination on the honors work. Prerequisite for this program: 315 and distinguished work in 313 and/or 314. Program III, honors in performance, involves the election of one unit per semester in the senior year culminating in a recital, a lecture demonstration, and an essay on some aspect of performance. Participation in the Performance Workshops is mandatory for students who are concentrating in this area. Prerequisite for Program III: Music 344 (normally two units) in the junior year, and evidence that year, through public performance, of exceptional talent and accomplishment.

Performing Music

Instrument Collection

The Music Department owns 38 pianos (which include 27 Steinway grands, 2 Mason and Hamlin grands, and 5 Steinway uprights), a Fisk practice organ, a harp, a marimba, and a wide assortment of modern orchestral instruments.

In addition, an unusually fine collection of early instruments, largely reproductions, is available for use by students. These include a clavichord, virginal, two harpsichords, a positive organ, fortepiano, and 2 Clementi pianos; a lute, 8 violas da gamba, a baroque violin, and an 18th century Venetian viola; a sackbut, krummhorns, shawms, recorders, a renaissance flute, 2 baroque flutes, and a baroque oboe.

Of particular interest is the Fisk organ in Houghton Chapel, America's first 17th-century German style organ. The chapel also houses a large, three-manual Aeolian-Skinner pipe organ, and Galen Stone Tower contains a 30-bell carillon.

Performance Workshop

The performance workshop is directed by a member of the performing music faculty, and gives students an opportunity to perform in an informal situation before fellow students and

faculty, to discuss the music itself, and to receive helpful comments. Required for 344 students and for 370 students in Program III, the workshop is open to Wellesley students who study performing music at Wellesley and elsewhere, on the recommendation of their instructor.

Private Instruction

The Music Department offers private instruction in voice, piano, fortepiano, organ, harpsichord, harp, violin, viola, cello, double bass, viola da gamba, flute (baroque and modern), oboe, clarinet, bassoon, trumpet, French horn, trombone, tuba, recorder, lute, classical guitar, saxophone, and jazz instruction in piano, violin, saxophone, flute, and percussion, and voice.

Information concerning auditions and course requirements for noncredit and credit study is given above under listings for Music 99, 199, 299, and 344. Except for Music 344, auditions and the Basic Skills Placement Test are ordinarily given at the start of the first semester only.

There is no charge for performing music to students enrolled in Music 344, nor to Music 199 or 299 students who are receiving financial assistance and are taking the normal length of lesson. All other Music 199 and 299 students are charged \$616, the rate for one half-hour lesson per week throughout the year; the Music Department pays for their additional time. Students who contract for performing music instruction under Music 99 are charged \$616 for one half-hour lesson per week throughout the year, and may register for 45-minute or hour lessons for an additional fee. A fee of \$35 per year is charged to performing music students for the use of a practice studio. The fee for the use of a practice studio for fortepiano, harpsichord and organ is \$45. Performing music fees are payable early in the fall semester and *are not refundable*. Lessons in performing music begin in the first week of each semester.

For purposes of placement, a basic skills placement examination is given *before* classes start in the fall semester. *All students registered for 111, 122, or private instruction (Music 99-199) are required to take the examination.*

Arrangements for lessons are made at the Music Department office during the first week of the semester. Students may begin private study in Music 99 (but not Music 199 or 299) at the start of the second semester, if space permits.

Academic Credit and Corequisites for Music 199 and 299

Credit for performing music is granted only for study with our own performance faculty, not with an outside instructor; the final decision for acceptance is based on the student's audition. One unit of credit is granted for a full year (two semesters) of study in either Music 199 or 299; i.e., both semesters must be satisfactorily completed before credit can be counted toward the degree. Of the 32 units for graduation a maximum of four units of performing music may be counted toward the degree. More than one course in performing music for credit can be taken simultaneously only by special permission of the Department. Music 122 is *normally* taken along with the *first-semester* of lessons for credit. An additional music course must be elected for each unit of credit after the first year.

The Music Department's 199 and 299 offerings are made possible by the Estate of Elsa Graefe Whitney '18.

Group Instruction

Group instruction in classical guitar, percussion, viol consort, renaissance winds, and recorder is available for a fee of \$100 per semester.

Performing Organizations

The following organizations are a vital extension of the academic program of the Wellesley Music Department.

The Wellesley College Choir

The Wellesley College Choir consists of approximately 60 singers devoted to the performance of choral music from the Baroque period through the twentieth century. Endowed funds provide for joint concerts with men's choral groups and orchestra. The choir gives concerts on and off campus and tours nationally and internationally during the academic year. Auditions are held during orientation week.

The Wellesley College Glee Club

The Glee Club, founded in the fall of 1989, consists of about 70 members whose repertoire includes a wide range of choral literature. In addition to local concerts on and off campus, the Glee Club provides music at various chapel services and collaborates with the College Choir at the annual Vespers service. Auditions are held each semester during orientation week.

The Wellesley College Chamber Singers

The Chamber Singers, founded in the fall of 1988, is a vocal chamber ensemble of 12 to 16 women from the College Choir's finest singers. The group specializes in music for women's voices and women's voices with instruments and gives concerts in conjunction with other college music organizations during the academic year. Their highly acclaimed performances of new music have resulted in invitations to perform at several area music festivals.

The Collegium Musicum

The Collegium Musicum, directed by a faculty member and several assistants, specializes in the performance of early music. Members of the Collegium enjoy the use of an unusually fine collection of historical instruments. Separate consort instruction is available in viola da gamba, renaissance winds, and recorder for both beginning and advanced players for a fee of \$100 per semester. Members of such groups are encouraged to take private instruction as well. See under Performing Music: Instrument Collection.

The Chamber Music Society

The Chamber Music Society, supervised by a faculty member and assistants, presents three concerts each year, and a number of diverse, informal programs involving chamber ensembles of many different kinds.

The Wellesley College Orchestra

The Wellesley College Orchestra is a small symphony orchestra with a membership of approximately 40-50 musicians from Wellesley, MIT, and other surrounding college communities. Selection for membership is based on auditions in the Fall and Spring semesters. The group is directed by a faculty conductor but is run by students with a student assistant conductor, also chosen by audition. Repertoire includes works from several periods for symphonic orchestra, with possibilities for solo performance.

Prism Jazz

Prism Jazz is a faculty-directed jazz ensemble of 7-11 students which plays a mix of written arrangements and improvised ensemble parts. Rehearsals focus on developing fluency in the language of jazz improvisation, although previous jazz experience is not required. The ensemble performs several times each year and gives joint concerts with other area colleges. Workshops with guest artists on jazz improvisation are also offered. Auditions are held at the beginning of each year.

Body and Soul

Body & Soul is a faculty-directed vocal jazz ensemble of 6-8 singers which performs several times during the academic year. The ensemble focuses on developing improvisational skills through individual and group repertoire. Previous jazz experience is not required. Auditions are held at the beginning of each year.

Yanvalou

Yanvalou, a faculty directed ensemble that performs the traditional music of Africa and the Caribbean, provides students an opportunity to practice on authentic instruments, and to experience the culture of Africa through its music. In collaboration with the Harambee dancers, Yanvalou performs several concerts throughout the academic year.

The MIT Symphony Orchestra

Through the Wellesley-MIT Cross Registration program, students on the Wellesley campus are eligible to audition for membership in the MIT Symphony Orchestra. Wellesley members of the orchestra have often held solo positions.

Department of Philosophy

Professor: *Chaplin, Congleton (Chair-Spring), Menkiti, Piper ^A, Stadler ^{A2}, Winkler*

Visiting Professor: *Wong*

Associate Professor: *McIntyre ^{A2} (Chair-Fall)*

Assistant Professor: *Galloway, McGowan*

All courses in the Philosophy Department (with the exception of 350, 350H, 360, 370) fulfill the Group B1 distribution requirement.

PHIL 103 Self and World: Introduction to Metaphysics and Epistemology

Galloway (Fall), McGowan (Spring)

This course introduces basic philosophical methods and concepts by exploring a variety of approaches to some central philosophical problems. Topics covered include the existence of God, skepticism and certainty, the relation between mind and body, the compatibility of free will and causal determination, the nature of personal identity, and the notion of objectivity in science and ethics. Readings are drawn from historical and contemporary texts. Discussions and assignments encourage the development of the students' own critical perspective on the problems discussed.

Prerequisite: None

Distribution: Epistemology and Cognition

Semester: Fall, Spring

Unit: 1.0

PHIL 106 Introduction to Moral Philosophy

Stadler (Fall), Chaplin (Fall), Winkler (Spring)

A study of central issues in moral philosophy from ancient Greece to the present day. Topics include the nature of morality, conceptions of justice, views of human nature and their bearing on questions of value, competing tests of right and wrong. Discussion of contemporary moral problems. Readings in several major figures in the history of moral philosophy.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Fall, Spring

Unit: 1.0

PHIL 200 Reason, Truth and Representation: Western Philosophy from Montaigne to the Present

Winkler

An introductory survey of competing views of the scope of reason, the nature of truth, and the limits of representation, from the sixteenth cen-

tury to the present. Particular emphasis on influential twentieth-century movements such as pragmatism, phenomenology, logical positivism, existentialism, recent analytic philosophy, post-modernism. Readings in a wide range of accessible primary sources. Among the authors: Montaigne, Descartes, Fichte, Nietzsche, James, Wittgenstein, Sartre, Quine, Murdoch, Lyotard.

Prerequisite: Open to sophomores, juniors, and seniors, and to first-year students with one course in philosophy.

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

PHIL 201 Ancient Greek Philosophy

Congleton

A study of ancient Greek philosophy through study of the dialogues of Plato and the treatises of Aristotle. Emphasis will be on questions of human knowledge, ethics, and politics.

Prerequisite: Not open to students who have taken 101 or 101/125.

Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

PHIL 202 African Philosophy

Menkiti

Initiation into basic African philosophical concepts and principles. The first part of the course deals with a systematic interpretation of such questions as the Bantu African philosophical concept of Muntu and related beliefs, as well as Bantu ontology, metaphysics, and ethics. The second part centers on the relationship between philosophy and ideologies and its implications in Black African social, political, religious, and economic institutions. The approach will be comparative.

Prerequisite: Open to seniors, juniors, and sophomores. Not open to first-year students.

Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

PHIL 203 Philosophy of Art

Stadler

An examination of some major theories of art and art criticism. Emphasis on the clarification of such key concepts as style, meaning, and truth, and on the nature of judgments and arguments about artistic beauty and excellence.

Prerequisite: Open to first-year students who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite.

Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

PHIL 204 Philosophy and Literature
Menkiti

This course examines the question what sort of object is the literary text and what are the ontological issues raised by acts of literary interpretation. It also examines the complex relationship between fiction and fact, and between fiction and morality. The treatment of commitment to self and others, of self-knowledge and self-identity, and of individual and social ideals, will also be explored. We end the course by looking at poetry—how it means despite an inbuilt element of opacity of reference and how it succeeds not only in shaping, but also healing the world.

Prerequisite: Open to seniors, juniors, and sophomores. Not open to first-year students.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

PHIL 205 Chinese Philosophy
Wong

Introductory study in English translation to the ancient philosophies of Confucianism, Taoism, and Ch'an (Zen) Buddhism. Topics include the importance of community and tradition in the Confucian vision of the good life, the debate among Confucians on the question of whether human nature is innately good, the metaphysical visions of the universe in all three philosophies, and Taoist and Ch'an notions of forgetting self and merging with the universe.

Prerequisite: 101 or 106.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

PHIL 206 Normative Ethics
Chaplin

Can philosophers help us to think about moral issues, such as what to do about poverty and hunger, or racism and sexism? How should one live, and why? We shall look at the attempts of some contemporary philosophers to provide answers, or at least guides to finding answers, to these or similar questions. We shall compare and contrast several approaches, for example, putting major weight on consequences, or on conforming to a moral rule, or on being the sort of thing a virtuous person would do, etc.

Prerequisite: None
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

PHIL 207 Philosophy of Language
McGowan

What is the relation between thought and language? Or between language and the world? What is linguistic meaning, and how does it differ from other kinds of meaning? Why does language matter to philosophy? These are some of the issues we shall discuss, drawing upon the work of Frege, Russell, Quine, Grice, Davidson and Chomsky.

Prerequisite: Open to first-year students who have taken one unit in philosophy, and to sophomores, juniors and seniors without prerequisite.
Distribution: Epistemology and Cognition
Semester: Spring Unit: 1.0

PHIL 208 Practicing Philosophy

NOT OFFERED IN 1998–99. This course allows students considering a major in philosophy to develop their skills in the practice of philosophy through discussing presentations of works in progress by members of the Philosophy Department and through writing, reading, discussing and re-writing drafts of their own. One member of the Department will serve as ongoing instructor of the course, and other members of the Department will visit for discussion with the class of the visitor's work in progress or of other reading proposed by the visitor. Maximum enrollment 15.

Prerequisite: At least one previous course in philosophy. Not open to students who have taken a course at the 300-level.
Distribution: None
Semester: N/O Unit: 1.0

PHIL 211 Philosophy of Religion

NOT OFFERED IN 1998–99. A philosophical examination of the nature and significance of religious belief and religious life. Topics include the nature of faith; the role of reason in religion; the ethical import of religious belief; toleration and religious diversity.

Prerequisite: None
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

PHIL 213 Social and Political Philosophy
Galloway

A philosophical investigation of some central questions of political philosophy. Topics include the origins of legitimate political authority, the

duties owed by citizens to governments, and by governments to citizens; the right to rebellion; individual rights and the limits of legitimate political authority; the relationship between equal citizenship and individual freedom; and distributive justice.

Prerequisite: Open to first-year students who have taken one unit in philosophy, and to sophomores, juniors, and seniors without prerequisite.

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

PHIL 215 Philosophy of Mind

McIntyre

How are thoughts and sensations related to neurological processes? Could mental states be identical to brain states? What is free will? Could we have free will if we live in a deterministic universe? After examining a variety of answers to these traditional questions in the philosophy of mind we will expand our inquiry to include recent work in philosophy and cognitive science that examines the nature of consciousness, animal intelligence, and the role of emotion in thought and action.

Prerequisite: One course in philosophy, psychology, or cognitive science or by permission of the instructor.

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

PHIL 216 Logic

McGowan (Fall), Galloway (Spring)

An introduction to formal logic. Students will learn a variety of formal methods—methods sensitive only to the form of the arguments, as opposed to their content—to determine whether the conclusions of the arguments follow from their premises. Discussion of the philosophical problems that arise in logic, and of the application of formal logic to problems in philosophy and other disciplines. Some consideration of issues in the philosophy of language.

Prerequisite: None

Distribution: Epistemology and Cognition

Semester: Fall, Spring

Unit: 1.0

PHIL 217 Philosophy of Science

McGowan

This course will survey different versions of realism in the philosophy of science. Various epistemological questions will be discussed. Some examples are: What sort of evidence counts in favor of a scientific theory? When do we have enough evidence to accept a scientific theory?

What does accepting a scientific theory commit us to? That is, in accepting a scientific theory must we believe that it is true? Approximately true? Converging on the truth? Are we committed to the existence of all theoretical entities and structures postulated by an accepted scientific theory? Several metaphysical questions will also be addressed. Some examples are: Is there a single way that world is? What makes two things genuinely similar to one another? Does it have anything to do with us and our interests? What is truth? Is there such a thing as approximate truth?

Prerequisite: Open to sophomores, juniors, and seniors.

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

PHIL 221 Modern Philosophy

Winkler

A study of central themes in 17th- and 18th-century philosophy, concentrating on Descartes, Hume, and Kant. More limited readings in such figures as Spinoza, Locke, Anne Conway, Leibniz, and Berkeley. Among the topics: the relationship between mind and body; the limits of reason; determinism and freedom; the bearing of science on religion.

Prerequisite: Open to first-year students in second semester and to sophomores, juniors and seniors.

Distribution: Epistemology and Cognition or Historical Studies

Semester: Spring

Unit: 1.0

PHIL 222 American Philosophy

NOT OFFERED IN 1998-99. The development of American philosophy from its beginnings as an attempt to come to terms with Puritanism, through the response to revolution and slavery and the development of Transcendentalism, to its culmination in Pragmatism, America's unique contribution to world philosophy. In addition to some of the standard texts, we shall study some writings by women and African-American philosophers. This course is intended for American Studies majors as well as for philosophy majors and anyone else interested.

Prerequisite: 221 or American Studies 101 or by permission of the instructor.

Distribution: Epistemology and Cognition or Historical Studies

Semester: N/O

Unit: 1.0

PHIL 223 Phenomenology and Existentialism

NOT OFFERED IN 1998–99. A study of recent, mostly European continental, approaches to such issues as the nature of consciousness, of personal identity and freedom, and the salient features of human life as embedded in a culture. One central theme of the course will be self-identity, the place of faith in a secular age, and confidence in our understanding of the work we inhabit. Questions about the temptation to self-deception and whether it is possible to resist or control it. We also take up questions about individualism vs. group identity vs. culture identity; and about whether it is within our power to transport ourselves into a geographically and temporally distant foreign culture.

Prerequisite: 221 or other previous study of Kant accepted as equivalent by the instructor.
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

PHIL 227 Philosophy and Feminism*Congleton*

This course will begin with a consideration of the philosophical foundations of the so-called “first wave” of feminism, the “liberal social contract” feminism that came to prominence in England and the U.S. in the 19th century in the context of the Abolitionist movement. Next will be consideration of how there arose out of this form of feminism women’s problem of combining career and family, what is now sometimes called the “double day” problem still handicapping women today. Consideration will then be given to the critiques of liberal feminism developed in the “second wave” feminism, especially critiques of liberal feminism’s narrowness of race, class, sexuality, and ethnicity. The final topic will be a consideration of how these two problems are related and reflect in current discussions.

Prerequisite: Open to sophomores, juniors, and seniors.
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

PHIL 233 Environmental Philosophy*Winkler*

A study of conceptions of the natural world and our place in it, from the Pre-Socratics and the Book of Genesis to the deep ecologists and ecofeminists of the present day. Readings in the history of philosophy (Aristotle, Descartes, Spinoza, Newton, Rousseau, and Hume, among others), in Emerson and Thoreau, and in con-

temporary nature writers and natural scientists. Discussion of ethical issues and of third-world critics of western environmentalism.

Prerequisite: None
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

PHIL 240 Metaphysics of Death

NOT OFFERED IN 1998–99. This course examines various philosophical problems related to the metaphysics of death. Topics covered include: 1) existence, non-existence and time, 2) past vs. future persons, 3) possible vs. actual persons, 4) past vs. future harms, 5) abortion and future generations, 6) death vs. prenatal nonexistence.

Prerequisite: None
Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

PHIL 249 Medical Ethics*Menkiti*

A philosophical examination of some central problems at the interface of medicine and ethics. Exploration of the social and ethical implications of current advances in biomedical research and technology. Topics discussed will include psychosurgery, gendersurgery, genetic screening, amniocentesis, euthanasia.

Prerequisite: Open to first-year students who have taken one unit in philosophy and to sophomores, juniors, and seniors.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Fall Unit: 1.0

PHIL 302 Kant’s Solution to Skepticism and Solipsism

NOT OFFERED IN 1998–99. In the *Critique of Pure Reason*, Kant agrees with Hume’s claim that immediate sense-experience give us no grounds for inferring the existence of a world external to the self. Kant thinks we can never know what things are like in themselves; we can only know how they appear to us. He thinks we can’t even know what *we ourselves* are really like: we can only know what we appear to be. And he claims that we construct all of these appearances ourselves; that if we didn’t, we wouldn’t exist at all. This would seem to mean that we can’t have objective knowledge of the external world, other people, or ourselves. It would seem that we’re permanently trapped in subjective illusions and biases of our own making. On the other hand, Kant also thinks we do have objective knowledge of all of these things.

He thinks he can show that there are external objects and other people out there, independent of our perceptions and beliefs about them. He claims that the very fact that we exist as subjects shows that external objects also exist, and that to know them is the same as to know ourselves. How can Kant reconcile these seemingly contradictory sets of claims? Kant's *Critique of Pure Reason* is the great synthesis of Rationalism and Empiricism, and the progenitor of both Continental Idealism and Anglo-American Positivism. It has influenced fields as disparate as psychology, physics, history, geography, political science, and law. So his story had better be good.

Prerequisite: 221

Distribution: Epistemology and Cognition

Semester: N/O

Unit: 1.0

PHIL 303 Kant's Metaethics

NOT OFFERED IN 1998–99. Kant thinks that human beings have moral responsibilities to themselves and to one another because they are free, and autonomous; and that these responsibilities are universally and cross-culturally valid! Why does he think this? How can he possibly justify such controversial claims? Kant's ethical views have influenced jurisprudential and political conceptions of human rights, justice and legal liability, and have found their way into commonly held convictions about freedom and personal self-determination. So his arguments had better be good. This course traces the metaethical foundations of Kant's moral views from his conception of freedom, reason and the self in the *Critique of Pure Reason*, through the *Groundwork of the Metaphysic of Morals*, the *Critiques of Practical Reason*, and the *Religion Within the Limits of Reason Alone*, to the normative moral theory he develops in the late *Metaphysics of Morals*.

Prerequisite: 221

Distribution: Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

PHIL 311 Plato

Congleton

A study of Platonic dialogues important in the generation of two contrasting major traditions heavily influenced by Plato: Aristotelianism and neo-Platonism. (Alternates with 312.)

Prerequisite: 201 or equivalent previous study of Plato and Aristotle.

Distribution: Epistemology and Cognition

Semester: Spring

Unit: 1.0

PHIL 312 Aristotle

NOT OFFERED IN 1998–99. An intensive study of works of Aristotle. (Alternates with 311.)

Prerequisite: 101, 201, 220 or permission of the instructor.

Distribution: Epistemology and Cognition

Semester: N/O

Unit: 1.0

PHIL 314 Seminar in Theory of Knowledge

Galloway

Intensive study of contemporary epistemology, focusing on the topic of *justification*. What is it to justify a belief? Does justification always require the giving of reasons? Is there such a thing as absolute justification, or is justification always relative? Is justification necessary for knowledge?

Prerequisite: 207, or 217, or 221, or by permission of the instructor.

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

PHIL 319 Medieval Philosophy

Congleton

Topic for 1998–99: Thomas Aquinas. We will study the epistemology and philosophical psychology of Thomas Aquinas (1225–74), with comparison especially to Plato and Aristotle; to two of Aquinas's 12th-century sources: the Jewish philosopher Moses Maimonides and the Arabic philosopher Ibn Rushd (Averroes); and to some 20th-century discussions of the philosophy of biology and of feminist theory. Focus will be on Aquinas's theories of the human soul, especially on human intellect and will.

Prerequisite: 101 or 201 or 220, or by permission of the instructor, equivalent study of Plato and Aristotle.

Distribution: Epistemology and Cognition or Religion, Ethics, and Moral Philosophy

Semester: Spring

Unit: 1.0

PHIL 326 Philosophy of Law

Menkiti

A systematic consideration of fundamental issues in the conception and practice of law. Such recurrent themes in legal theory as the nature and function of law, the relation of law to morality, the function of the rules of legal reasoning, and the connection between law and social policy are examined. Clarification of such notions as obligation, power, contract, liability, and sovereignty. Readings will cover the natural law tradition and the tradition of legal positivism, as well as such contemporary writers as Hart and Fuller.

Prerequisite: Open to juniors and seniors, or by permission of the instructor.

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

PHIL 340 Seminar. Contemporary Ethical Theory
 Wong

A study of four major problems in contemporary ethical theory: 1) the implications of determinism for free will and moral responsibility; 2) the question of whether morality makes reasonable demands on human nature; 3) whether valid moral demands are to be interpreted as making objective claims about the world (the issue of realism); and 4) whether they remain constant or vary with culture (the issue of relativism).

Prerequisite: Either 103, 106 or 206.
 Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis
 Semester: Spring Unit: 1.0

PHIL 345 Seminar. Advanced Topics in Philosophy of Psychology and Social Science
NOT OFFERED IN 1998–99.

Prerequisite: Varies depending upon course content.
 Distribution: Epistemology and Cognition
 Semester: N/O Unit: 1.0

PHIL 349 Seminar. Selected Topics in Philosophy

NOT OFFERED IN 1998–99. The idea that the community, rather than the individual, the state, the nation or any other entity, is and should be the center of our understanding of moral, social, and political philosophy has had many advocates but no central theorist. Communitarians emphasize the social nature of life and of the self and lay stress on the value of communal and social goods, in marked contrast to the strong individualism characteristic of contemporary liberalism. This course will examine the Communitarian point of view along with that of its critics. Among the thinkers to be considered will be John Locke, John Stuart Mill, G. W. F. Hegel, Michael Sandel, Charles Taylor, Elizabeth Frazer, Alasdair MacIntyre, Roberto Unger, and Michael Walzer.

Prerequisite: 106, or 206, or 213, or Political Science (POL4 241) or by permission of the instructor.
 Distribution: Religion, Ethics, and Moral Philosophy
 Semester: N/O Unit: 1.0

PHIL 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
 Distribution: None
 Semester: Fall, Spring Unit: 1.0

PHIL 350H Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
 Distribution: None
 Semester: Fall, Spring Unit: 0.5

PHIL 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
 Distribution: None
 Semester: Fall, Spring Unit: 1.0

PHIL 370 Senior Thesis

Prerequisite: 360
 Distribution: None
 Semester: Fall, Spring Unit: 1.0

Related Courses

Attention Called

EXTD 204 Women and Motherhood

EXTD 334 Seminar: Literature and Medicine

For Credit Towards the Major

EDUC 102/WRIT 125 Education in Philosophical Perspective

Directions for Election

The philosophy department divides its courses and seminars into three subfields: (A) the history of philosophy: 201, 202, 205, 219, 221, 222, 223, 311, 312, 319, 349 (when the topic is appropriate); (B) Value Theory: 106, 202, 203, 204, 205, 206, 211, 213, 214, 227, 230, 249, 303, 326, 340, 349 (when the topic is appropriate); (C) Metaphysics and Theory of Knowledge: 103, 200 202, 204, 205, 207, 211, 215, 216, 217, 233, 240, 256, 302, 304, 314, 345, 349 (when the topic is appropriate).

The *major in philosophy* consists of at least NINE units. Philosophy 201 (or 220 or, with permission of the chair, 101) and 221 are required of all majors. In order to assure that all majors are familiar with the breadth of the field, each major must take two units each in subfields B and C. Majors are strongly encouraged to take a third unit in subfield A. Students planning graduate work in philosophy should take 216 and acquire a reading knowledge of Latin, Greek, French or German. In order to assure that students have acquired some depth in philosophy, the department requires that each major complete at least one 300-level unit or seminar in two of the subfields.

The *minor in philosophy* consists of FIVE units. No more than one of these units may be on the 100 level; 201 (or 220) or 221 is required of all minors; at least one of the five units must be on the 300 level.

The department offers the following options for *earning honors* in the major field: (1) writing a thesis or a set of related essays; (2) a two-semester project combining a long paper with some of the activities of a teaching assistant; (3) a program designed particularly for students who have a general competence and who wish to improve their grasp of their major field by independent study in various sectors of the field. A student electing option (2) will decide, in consultation with the department, in which course she will eventually assist and, in the term preceding her teaching, will meet with the instructor to discuss materials pertinent to the course. Option (3) involves selecting at least two related areas and one special topic for independent study. When the student is ready, she will take written examinations in her two areas and, at the end of the second term, an oral examination focusing on her special topic.

The department participates in two exchange programs. First, there is the normal MIT-Wellesley Exchange. MIT has an excellent philosophy department and students are encouraged to consult the MIT catalog for offerings. Second, there is the Brandeis-Wellesley Exchange. Brandeis also has an excellent department and students are encouraged to consult the Brandeis catalog for offerings. Starting in 1991-92, Brandeis and Wellesley have been exchanging faculty on a regular basis to enhance the curricular offerings at each institution.

Department of Physical Education, Recreation and Athletics

Professor: O'Neal (*Chair/Athletic Director*), Batchelder, Vaughan

Associate Professor: Bauman

Assistant Professor: Black, Dix, Hagerstrom, Kiefer, Landau, Nelson, Peck, Weaver, Webb

Instructor: Adams, Babington, Battle, Brown, Colby, Griswold, Hershkowitz, Johnson, Kaliouby, Klein, Lexow, Liung, Magennis, Normandeau, Oppenheim, Peterson, Plante, Richardson, Staples, Teevens, Wenn, Wilson

PE 121 (Fall and Spring) Physical Education Activities and Athletics Teams

Physical Education Requirement

To complete the College degree requirement in physical education, a student must earn 8 credit points. Students are strongly urged to earn the 8 credit points by the end of the sophomore year. These credit points do not count as academic units toward the degree, but are required for graduation. There are no exceptions for the degree requirement in physical education.

Directions for Election

The requirement can be completed through:

1. completion of sufficient number of physical education instructional classes to earn 8 credits; or
2. sufficient length of participation in Wellesley's 11 varsity athletic teams to earn 8 credits; or
3. a combination of sufficient completion of instructional classes and participation on varsity athletic teams to earn 8 credits, including credits earned at other colleges.

Students can receive *partial* credit towards the 8 credit points through:

1. Independent pursuit either on or off campus (max. 4 points). Students must satisfactorily complete this pre-approved independent study as specified in the *Physical Education and Athletics Curriculum Handbook*.

2. Sufficient length of participation in Wellesley's physical activity clubs (max. 2 points). Students must satisfactorily complete this pre-approved participation as specified in the *Physical Education and Athletics Curriculum Handbook*.

Transfer students will be given partial credit toward the physical education requirement dependent upon year and semester of admission. Usually, students admitted in the sophomore year will be expected to complete 4 credit points at Wellesley. Students admitted in the junior year will be considered as having completed the degree requirement.

A student's choice of activity is subject to the approval of the Physical Education and Athletics Department and the College Health Services. If a student has a temporary or permanent medical restriction, she, the Physical Education and Athletics Department and the College Health Services will arrange an activity program to serve her individual needs. No student is exempt from the physical education requirement.

Students may take a specific physical education activity only twice for credit. Students may continue to enroll in physical education instructional classes after the PE 121 requirement is completed provided space is available in the class.

A. Physical Education Instructional Classes

The instructional program in physical education is divided into four terms, two each semester. Most physical education activity classes are scheduled for a term (6 weeks) and give 2 credit points toward completing the requirement. Some physical education activity classes, however, are offered for a semester (12 weeks) and count 4 credit points toward completing the requirement. All classes are graded on a Credit-No Credit basis.

CR—*Credit* for course completed satisfactorily.

NC—*No Credit* for course not completed satisfactorily. Inadequate familiarity with the content of the course or excessive absence may result in an NC grade.

INC—*Incomplete* is assigned to a student who has completed the course with the exception of a test or assignment which was missed near the end of the course because of reasons not willfully negligent.

Activity classes usually scheduled for a semester (12 weeks):

First Semester: Ballet, Jazz & Modern Dance, SCUBA, Self-defense, Yoga

Second Semester: African Dance, Ballet, Golf, Jazz & Modern Dance, Dance Theatre Workshop, Lifeguard Training, SCUBA, Self-defense, Tennis, Yoga

Activity classes usually scheduled for a term (6 weeks):

Activity	Term
aerobics	1, 2, 3, 4
aquarobics	2, 3
archery	1, 2, 4
badminton	2, 3
crew	1, 4
CPR/first aid	2, Wintersession, 3, 4
cross training	4
dance—African	Wintersession
dance—world	1, Wintersession
dance—broadway jazz	1, 3
fencing	1, 2, 3
fitness walking	2, 3
golf	1, 4
horseback riding	1, 2, 3, 4
lacrosse	2
racquetball	2, 3, 4
running	2, 4
sailing	1, 4
skiing—downhill	3
squash	1, 2, 3
strength training	1, 2, 3, 4
swimming	1, 2, 3
tai chi chuan	1, 2, 3, 4
table tennis	1, 2, 3, 4
tennis	1, 2, 3, 4
volleyball	1, 4
wellness	1, 2, 3, 4
yoga	Wintersession

B. Athletics Teams

The intercollegiate program offers 11 sports through which a student may earn credit points towards the completion of the degree requirement. The athletics program is divided into three seasons: Fall (F), Winter (W), Spring (S) with several sports offered each season. The maximum number of credit points that can be earned during a season are: Fall (4), Winter (7) and Spring (6).

Athletic Team	Season
Basketball	Winter
Crew (varsity and novice)	Fall, Spring
Cross-country Running	Fall
Fencing	Winter
Field Hockey	Fall
Lacrosse	Spring
Soccer	Fall
Squash	Winter
Swimming	Winter
Tennis	Fall, Spring
Volleyball	Fall

Enrollment and eligibility for earning credit points toward completion of requirement by participating on one of these teams is limited to those students who are selected to the team by the Head Coach. Notices of organizational meetings and tryouts for these 11 teams are distributed each year by the Head Coach.

PE 205 Sports Medicine

Bauman

The course combines the study of biomechanics and anatomic kinesiology. It focuses on the effects of the mechanical forces which arise within and without the body and their relationship to injuries of the musculoskeletal system. In addition to the lectures, laboratory sessions provide a clinical setting for hands-on learning and introduce students to the practical skills involved in evaluating injuries, determining methods of treatment and establishing protocol for rehabilitation. *Academic credit only.*

Prerequisite: None

Distribution: None

Semester: Spring

Unit: 1.0

Department of Physics

Professor: *Brown, Ducas*

Associate Professor: *Quivers, Berg (Chair), Stark, Hu*

Assistant Professor: *Singh*

Laboratory Instructor: *Bauer, O'Neill, Wardell^A, Molteno*

Most courses meet three times weekly and all Grade I and Grade II courses have one three-hour laboratory unless otherwise noted.

All courses in the Physics Department (with the exception of 250, 250H, 350, 350H 360, 370) fulfill the Group C distribution requirement.

PHYS 100 Musical Acoustics

Brown

Production, propagation and perception of sound waves in music; emphasis on understanding of musical instruments and the means of controlling their sound by the performer. No laboratory. Each student will write a term paper applying physical principles to a particular field of interest. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school.

Prerequisite: For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement or Extradepartmental 140.

Distribution: Natural and Physical Science

Semester: Spring

Unit: 1.0

PHYS 101 Frontiers of Physics

Stark

An overview of the evolution of physics from classical to modern concepts. Emphasis will be placed on the revolutionary changes that have occurred in our view of the physical universe with the development of quantum mechanics and the theory of relativity. No laboratory. Not to be counted toward minimum major or to fulfill entrance requirement for medical school.

Prerequisite: For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement or Extradepartmental 140.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall

Unit: 1.0

PHYS 103 Physics of Whales and Porpoises

NOT OFFERED IN 1998–99 An examination of the scientific and engineering principles embodied in the design of these aquatic animals. Emphasis on an interdisciplinary approach and developing modeling and problem-solving techniques. Topics include: diving and swimming (ideal gas law, fluids, forces); metabolism (energy, thermodynamics, scaling); and senses (waves, acoustics, optics). Field trip. No laboratory. Not to be counted toward the minimum major or to fulfill entrance requirement for medical school.

Prerequisite: For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement or Extradepartmental 140.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: N/O

Unit: 1.0

PHYS 104 Basic Concepts in Physics I with Laboratory

Brown, Quivers

Mechanics, including statics, dynamics, and conservation laws. Introduction to waves. *May not be taken in addition to 107.*

Prerequisite: For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement or Extradepartmental 140. Corequisite:

Mathematics at the level of Math 115 or higher.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall

Unit: 1.25

PHYS 106 Basic Concepts in Physics II with Laboratory

Hu, Singh, Quivers

Light, geometrical and physical optics, electricity and magnetism. 106 does not normally satisfy the prerequisites for 202 or 203. *May not be taken in addition to 108.*

Prerequisite: 104 and Mathematics at the level of Math 115 or higher.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring

Unit: 1.25

PHYS 107 Introductory Physics I with Laboratory

Stark, Singh (Fall); Quivers (Spring)

Principles and applications of mechanics. Includes: Newton's laws, conservation laws, rotational motion, oscillatory motion, and gravitation. *May not be taken in addition to 104.*

Prerequisite: For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement or Extradepartmental 140 and Mathematics at the level of Math 115 or higher.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

PHYS 108 Introductory Physics II with Laboratory

Hu (Fall); Ducas (Spring)

Electricity and magnetism, introduction to Maxwell's equations, electromagnetic radiation, geometrical and physical optics. Basic laboratory electronics. *May not be taken in addition to 106.*

Prerequisite: 107, (or 104 and permission of the instructor) and Mathematics 116, 116Z or 120.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall, Spring

Unit: 1.25

PHYS 115/CS 115 (Wintersession) Robotic Design Studio

Berg

In this intensive course, students will gain technological fluency as they design, construct and program their own robotic creations using tiny on-board computers, LEGO construction pieces, and a variety of motors and sensors. The approach is multidisciplinary, introducing students to important ideas from the fields of computer science, mechanics, electronics, and engineering in the context of a design projects that also offers ample opportunity for creative expression. Moreover, students may choose to explore biological ideas by building "behaviors" into their creatures, or artistic ideas by constructing "kinetic sculptures". The course will culminate in a robot exhibition presented to the College community. *Students may register for either PHYS 115 or CS 115. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Natural and Physical Science

Semester: Wintersession

Unit: 0.5

PHYS 202 Modern Physics with Laboratory

Berg

Introduction to quantum mechanics and atomic and nuclear structure. Introduction to thermodynamics and statistical mechanics.

Prerequisite: 108, Mathematics 116, 116Z or 120.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall

Unit: 1.25

PHYS 203 Vibrations, Waves, and Special Relativity with Laboratory

Singh

Free vibrations, forced vibrations and resonance, wave motion, superposition of waves, Fourier analysis with applications. Applications from optics, acoustics and nuclear magnetic resonance spectroscopy. Special theory of relativity.

Prerequisite: 108, Mathematics 205 and corequisite Extradepartmental 216.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring

Unit: 1.25

PHYS 219 The Art of Electronics

NOT OFFERED IN 1998–99 OFFERED IN 1999–2000. Primarily a laboratory course emphasizing construction of both analog and digital electronic circuits. Intended for students in all of the natural sciences and computer science. Approach is practical, aimed at allowing experimental scientists to understand the electronics encountered in their research. Topics include diodes, transistor amplifiers, op amps, and digital electronics including microprocessors and microcontrollers. Assembly language programming. Introduction to robotics. Two laboratories per week and no formal lecture appointments.

Prerequisite: 106 or 108 or permission of instructor.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: N/O. Offered in 1999–2000.

Unit: 1.25

PHYS 222 Medical Physics

Ducas

The medical and biological applications of physics. Such areas as mechanics, electricity and magnetism, optics and thermodynamics will be applied to biological systems and medical technology. Special emphasis will be placed on modern techniques such as imaging tomography (MRI, CAT scans, ultrasound, etc.) and lasers in medicine.

Prerequisite: 106, or 108, and Mathematics at the level of Math 115 or higher, or by permission of the instructor.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring

Unit: 1.0

PHYS 250 Individual Study

Prerequisite: Open by permission to students who have taken 107.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

PHYS 250H Individual Study

Prerequisite: Open by permission to students who have taken 107.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

PHYS 265 Thinking Physics: Developing A Physicist's Habits of Mind

Ducas

This seminar will emphasize the development of a repertoire of critical skills and knowledge necessary for understanding and doing physics. These skills include conceptual problem-solving, making connections across fields, testing mathematical models, asking and answering analytical questions and making effective presentations of results.

Co-requisite: 202

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall

Unit: 1.0

PHYS 302 Quantum Mechanics

Singh

Postulates of quantum mechanics, solutions to the Schrödinger equation, operator theory, angular momentum and matrices.

Prerequisite: 202, 203 and Extradepartmental 216.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall

Unit: 1.0

PHYS 305 Thermodynamics and Statistical Mechanics

Hu

The laws of thermodynamics, ideal gases, thermal radiation, Fermi and Bose gases, phase transformations, and kinetic theory.

Prerequisite: 202 and Extradepartmental 216.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring

Unit: 1.0

PHYS 306 Mechanics

Quivers

Analytic mechanics, oscillators, central forces, Lagrange's and Hamilton's equations, rigid body mechanics, non-linear dynamics.

Prerequisite: 203 and Extradepartmental 216.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Fall

Unit: 1.0

PHYS 314 Electromagnetic Theory

Stark

Maxwell's equations, boundary value problems, special relativity, electromagnetic waves, and radiation.

Prerequisite: 108, 306 and Extradepartmental 216.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring

Unit: 1.0

PHYS 349 Application of Quantum Mechanics

Berg

Quantum mechanical techniques such as perturbation theory and the numerical solutions to the Schrödinger equation will be developed. Applications to problems in atomic, molecular, and solid-state physics will be studied both theoretically and experimentally. One lecture and one laboratory per week.

Prerequisite: 302 or Chemistry 333.

Distribution: Mathematical Modeling or Natural and Physical Science

Semester: Spring

Unit: 1.25

PHYS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

PHYS 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

PHYS 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

PHYS 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Related Course

For Credit Toward the Major

EXTD 216 Mathematics for the Physical Sciences

Directions for Election

A major in physics should ordinarily include: 107, 108, 202, 203, 302, 305, 306 and 314. Extradepartmental 216 is an additional requirement. 219 and 349 are strongly recommended. One unit of another laboratory science is recommended.

A minor in physics (6 units) should ordinarily include: 104 or 107, 108, 202, 203, 302 and one other unit at the 300 level. Extradepartmental 216 is also required. 350 cannot be counted as a 300 level unit.

All students who wish to consider a major in physics or a related field are urged to complete the introductory sequence (107 and 108) as soon as possible, preferably in the first year. A strong mathematics background is necessary for advanced courses. It is suggested that students complete Mathematics 115 and 116 or 120 in their first year and Mathematics 205 as soon as possible. Mathematics 116Z is particularly appropriate for students interested in a major in physics.

All students majoring in physics are urged to develop proficiency in the use of one or more computer languages.

Teacher Certification

Students interested in obtaining certification to teach physics in the Commonwealth of Massachusetts should consult the Chairs of the Education and Physics Departments.

Exemption Examinations

Examinations for exemption from Physics 107 and Physics 108 are offered. Sample examinations are available from the Department. The Department does not accept AP credit for exemption from Physics 107 and Physics 108. Students may not receive more than 2 units of credit for the introductory physics sequence. For example, a student who enrolls in both Physics 107 and Physics 108 will not also receive AP credit.

Department of Political Science

Professor: *Joseph (Chair), Just^{A1}, Krieger^{A2}, Miller, Murphy^{A1}, Paarlberg, Rich, Schechter, Stettner^A*

Barnette Miller Visiting Associate Professor: *Hotchkiss*

Assistant Professor: *Burke, Euben, Fastnow^A, Moon^A*

Visiting Assistant Professor: *Bose, Dassel, Siemers*

Senior Lecturer: *Wasserspring*

All courses in the Political Science Department (with the exception of 350, 360, 370) fulfill the Group B2 distribution requirement.

Introductory Courses

POL 100 Introduction to Political Science *Staff*

Politics is a struggle for power—and questions about power are at the heart of political science: how is power gained? how is it lost? how is it organized? how is it used? how is it abused? This course introduces students to the concerns and methods of political scientists and to the major subfields of the discipline: American politics, comparative politics, international relations, and political theory. The course is centered on several major books in the field, some describing important political events, such as the rise of the Nazi party in Germany and the collapse of apartheid in South Africa, and some illustrating how political scientists analyze and evaluate the world of politics. *This course is strongly recommended for all further work in political science.*

Prerequisite: None. Not open to students who have taken Political Science [101] or [102].

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

QR 199 Introduction to Social Science Data Analysis

Case (Economics), Kauffman, (Economics), Wilder (Sociology)

An introduction to the collection, analysis, interpretation and presentation of quantitative data as used to understand society and human behavior. Using examples drawn from the fields of political science, economics, and sociology, this course focuses on basic concepts in statistics and probability, such as measures of central tendency

and dispersion, hypothesis testing, and parameter estimation. The course is team-taught by instructors in different social science disciplines and draws on everyday applications of statistics and data analysis in an interdisciplinary context. *Students must register for a laboratory section which meets an additional 70 minutes each week. Not open to students who have taken ECON 199/POL 199/SOC 199.*

Prerequisite: For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement.

Distribution: Social and Behavioral Analysis.

Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring

Unit: 1.0

American Politics and Law

POL 120 American Politics

Siemers

The dynamics of the American political process: constitutional developments, growth and erosion of congressional power, the rise of the presidency and the executive branch, impact of the Supreme Court, evolution of federalism, the role of political parties, elections and interest groups. Emphasis on national political institutions and on both historic and contemporary political values, especially civil rights and civil liberties.

Prerequisite: One unit in political science, economics, or American studies, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

POL 121 Political Participation and Influence

NOT OFFERED IN 1998–99. How do citizens express their interests, concerns, and preferences in politics? Why and how do some groups achieve political influence? Why are some issues taken up and others ignored? The parts played by public opinion polls, interest groups, political parties, PACs, elections, the mass media, protests, riots and demonstrations in articulating citizen concerns to government. Special attention to problems of money in politics, low voter participation, and inequality of race, class, and gender. Course work includes reading, discussion, and direct political participation in an interest group or election campaign.

Prerequisite: One unit in political science.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

POL1 212 Urban Politics*Rich*

Introduction to contemporary urban politics. Study of policy-making and political leadership in the areas of public education, city bureaucracies, housing, welfare, fiscal management, and economic redevelopment. Consideration of population shifts, racial and ethnic conflicts, and the impact of federal policy on urban planning.

Prerequisite: One unit in political science or economics or American studies.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

POL1 215 Courts, Law, and Politics*Burke*

Fundamentals of the American legal system, including the sources of law, the nature of legal process, the role of courts and judges, and legal reasoning and advocacy. Examination of the interaction of law and politics, and the role and limits of law as an agent for social change.

Prerequisite: 200 or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

POL1 311 The Supreme Court in American Politics*Schechter*

Analysis of major developments in constitutional interpretation, the conflict over judicial activism, and current problems facing the Supreme Court. Emphasis will be placed on judicial review, the powers of the President and of Congress, federal-state relations, and individual rights and liberties.

Prerequisite: 215 or one other unit in American legal studies, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

POL1 313 American Presidential Politics*Rich*

Analysis of the central role of the president in American politics and the development and operation of the institutions of the modern presidency. The course will focus on sources of presidential power and limitations on the chief executive, with particular emphasis on relations with the other branches of government and the making of domestic and foreign policy.

Prerequisite: 200 or 210 or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

POL1 314 Congress and the Legislative Process*Siemers*

An examination of the structure, operation, and political dynamics of the U.S. Congress and other contemporary legislatures. Emphasis will be on Congress: its internal politics, relations with the other branches, and responsiveness to interest groups and the public. The course will analyze the sources and limits of congressional power, and will familiarize students with the intricacies of lawmaking.

Prerequisite: 200 or 210 or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

POL1 315 Public Policy and Analysis*Rich*

The first part of the course will examine how domestic public policy is formulated, decided, implemented and evaluated, at both the federal and local level. Both moral and political standards for making policy will be examined. Factors that promote or impede the development and realization of rational, effective and responsive public policy will be reviewed. The second part of the course will be devoted to student research and presentations on selected policy topics, including public schools, public transportation, homelessness, environment, and drug enforcement.

Prerequisite: 200 or 210 or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

POL1 316 Mass Media in American Democracy*Just*

Focus on the mass media in the American democratic process, including the effect of the news media on the information, opinions, and beliefs of the public, the electoral strategy of candidates, and the decisions of public officials. Discussion of news values, journalists' norms and behaviors, and the production of print and broadcast news. Evaluation of news sources, priorities, bias, and accessibility. Attention to coverage of national and international affairs, as well as issues of race and gender. Questions of press freedom and journalism ethics are explored.

Prerequisite: 200, 210 or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

POL1 318S Seminar. Conservatism and Liberalism in Contemporary American Politics
Schechter

Examination of the writings of modern conservatives, neo-conservatives, liberals, and libertarians and discussion of major political conflicts. Analysis of such policy questions as the role of the Federal government in the economy, poverty and social welfare, personal liberty, property rights, capital punishment, affirmative action, busing, abortion, school prayer. Assessment of the impact of interest groups, the president and other political leaders, the media, and Supreme Court justices on constitutional rights and public policies.

Prerequisite: Open to juniors and seniors by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL1 319S Seminar. Campaigns and Elections

NOT OFFERED IN 1998–99. Do elections matter? Exploration of issues in campaigns and elections: who runs and why? The impact of party decline and the rise of campaign consultants, polls, advertising, and the press. Candidate strategies and what they tell us about the political process. How voters decide. The “meaning” of elections. Attention to the rules of the game (the primaries, debates, the Electoral College), recent campaign innovations (talk shows, town meetings, infomercials), third party candidacies (including Perot), and prospects for political reform. Coursework includes campaign participation.

Prerequisite: 200, 210 or by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 320S Seminar. Inequality and the Law

NOT OFFERED IN 1998–99. Analysis of statutory and constitutional law regarding inequalities based on gender, race, class, sexual orientation and disability, and the effect of this law on society. Do anti-discrimination laws reduce social inequality? To what extent have the legal rights won by groups such as African-Americans,

women and disabled people been translated into social practices? Focus on the equal protection and due process clauses of the Fourteenth Amendment, statutes such as the 1964 Civil Rights Act and the Americans with Disabilities Act, and recent Supreme Court decisions. Examination of the role of law and litigation in public policies regarding affirmative action, school desegregation, employment discrimination, housing, and welfare.

Prerequisite: 215, 311, or another unit in American legal studies and by permission of the instructor.

Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 324S Seminar. Religion and American Politics

Staff

Does religion matter in politics? Study of the changing role of religion in American political behavior and institutions. Overview of the historical relationship between the church and the American state. Analysis of religion's influence on: public opinion, voting behavior, political activism, interest group membership and strategy, congressional voting decisions, political leaders, and public policy.

Prerequisite: 200 required; 210, 311, and 319 recommended, or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL1 333S Seminar. Ethics and Politics

NOT OFFERED IN 1998–99. An exploration of ethical issues in politics, public policy and the press. Critical questions include deception (is it permissible to lie?), “bedfellows” (does it matter who your friends are?), and means and ends (do some purposes justify deception, violence or torture?) Consideration of moral justifications of policies, such as cost-benefit analysis, risk ratios, and social justice as well as the proper role of journalists in holding public officials to an ethical standard.

Prerequisite: One Grade II unit in American politics. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL1 335S Seminar. The First Amendment*Burke*

A study of some of the classic legal cases and continuing controversies that have arisen out of the First Amendment to the U.S. Constitution. Examination of contemporary First Amendment issues such as flag-burning, hate speech, pornography, libel, invasion of privacy, school prayer, creationism, and government aid to religious institutions. Comparisons with the legal doctrines of other nations regarding freedom of speech and religion.

Prerequisite: 215, 311, or another unit in American legal studies and permission of the instructor.

Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

POL1 337S Seminar. The Politics of Minority Groups in the United States*Rich*

An examination of office holding, voting patterns, coalition formation, and political activities among various racial, ethnic, and religious minority groups in the United States, including Black Americans, Mexican-Americans, Native Americans, Puerto Ricans, Jews, Arabs, Asians, Central and South Americans.

Prerequisite: Open to juniors and seniors by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

POL1 339S Seminar. Rights, Torts, and Courts

NOT OFFERED IN 1998–99. Is the United States plagued by too many laws, lawyers and lawsuits? What are the advantages and disadvantages of resolving social issues through litigation? Analysis of the use of litigation and rights claims by feminists, civil rights groups, disability activists, and others. Examination of controversies surrounding personal injury litigation, particularly “toxic torts.” Evaluation of alternatives to litigation. Comparison with dispute resolution in other nations.

Prerequisite: 215, 311, or another unit in American legal studies and by permission of the instructor.

Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

Comparative Politics

POL2 204 Political Economy of Development and Underdevelopment*Bose*

An analysis of political and economic issues in the Third World with special emphasis on the major explanations for underdevelopment and alternative strategies for development. Topics discussed include colonialism, nationalism, the Third World in the international system, state-building and political change, rural development, and gender perspectives on underdevelopment.

Prerequisite: One unit in political science; by permission to other qualified students and to juniors and seniors without prerequisite.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

POL2 205 The Politics of Europe and the European Union*Krieger*

A comparative study of contemporary West European states and societies. Primary emphasis on politics in Germany, Britain, and France and the political challenges posed by the European Union and pressure for regional integration. The course will focus on topics such as the rise and decline of the welfare state and class-based politics; the implications of the end of the Cold War and German reunification; tension between national sovereignty and supranational policy goals; immigration and the resurgence of xenophobic movements and the extreme right.

Prerequisite: One unit in political science or European history; open to juniors and seniors without prerequisite.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

POL2 206 Politics of Russia and the Former Soviet Union

NOT OFFERED IN 1998–99. This course is an introduction to the political development of the former Soviet Union from 1917 to the present. What kind of political system was communism and why did this grand social experiment go awry? Why has it been so hard to reform? Topics will include: Gorbachev’s reforms and the reasons for their failure; the challenges of making the transition to capitalist democracies in the aftermath of the Soviet Union’s collapse. Particular attention will be paid to the legacies of the communist regime in shaping prospects for political and economic reform.

Prerequisite: One unit in political science or Russian studies.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

POL2 207 Politics of Latin America*Wasserspring*

The course will explore Latin American political systems focusing on the problems and limits of change in Latin America today. An examination of the broad historical, economic and cultural forces that have molded Latin American nations. Evaluation of the complex revolutionary experiences of Mexico and Cuba and the failure of revolution in Chile. Focus on the contemporary struggles for change in Central America. Contrasting examples drawn from Mexico, Cuba, Chile, Nicaragua and El Salvador.

Prerequisite: One unit in political science; by permission of the instructor to other qualified students.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

POL2 208 Politics of China*Joseph*

An introduction to the modern political history and contemporary political system of China. Topics include the origins and victory of the Chinese Communist revolution; the rule and legacy of Chairman Mao Zedong; reform and repression in the era of Deng Xiaoping and the prospects for post-Deng China; government structure, policy-making, and political life in the People's Republic of China. Politics in Tibet, Hong Kong, and Taiwan will also be considered.

Prerequisite: One unit in political science or Asian Studies; open to juniors and seniors without prerequisite. Not open to students who have taken Political Science/Economics 239.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

POL2 211 Politics of South Asia*Bose*

An introduction to the colonial political histories and contemporary political systems of India, Pakistan, Bangladesh, and Sri Lanka. The course addresses the following issues: the process of decolonization and the struggle for independence; the political challenges of economic development; religious and ethnic conflict; democracy, democratization, and human rights; regional cooperation and conflict.

Prerequisite: One unit in political science; open to juniors and seniors without prerequisite.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

POL2 239/ECON 239 Political Economy of East Asian Development

NOT OFFERED IN 1998–99. Analysis of the relationship between political and economic development in China, Japan, Korea, and Taiwan. Special attention paid to the economic issues of land reform, industrialization, trade policy, foreign aid, and planning versus the market; the political issues to be considered include ideology, authoritarianism, democratization, and the role of the state. The course emphasizes the lessons for economic growth, social equality, and political change provided by the East Asian experience. *Students may register for either POL2 239 or ECON 239. Credit will be given in the department in which the student is registered. Enrollment requires registration in conference section (Political Science 239C).*

Prerequisite: Economics 101 or 102 or by permission of the instructors.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

POL2 301S Seminar. Transitions to Democracy*Bose*

An examination of how democracies are created and sustained, with emphasis on the twentieth century. The seminar will use theories of democratization and state-building to help understand the challenges of building democracies in the modern world. Particular attention will be paid to comparing the recent experiences of democratization in Latin America, Asia, Africa, and post-communist Eastern Europe.

Prerequisite: One grade II unit in comparative politics or international relations or by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

POL2 302 Globalization and the Nation-State
NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. An assessment of globalization and the challenges it poses to the governments of nation-states. Topics to be considered include: the global redistribution of production; the dislocation and diffusion of national cultural identities; the role of information technologies such as the internet in global networking; and efforts to extend democratic accountability and rights to international institutions. The course will assess

the effects of global forces on national politics, including economic policy and performance, employment and social policy, and immigration and refugee policy. Examples will be drawn from Europe, the United States, and the Third World.

Prerequisite: One Grade II unit in comparative politics or international

relations or by permission of the instructor

Distribution: Social and Behavioral Analysis

Semester: N/O Offered in 1999-2000.

Unit: 1.0

POL2 303 The Political Economy of the Welfare State in Europe and America

NOT OFFERED IN 1998-99. A comparative study of the foundations of social and welfare policy in Western democracies. Focus will be on the changing character of the welfare state in Europe and America: its development in the interwar years, its startling expansion after World War II, and its uncertain future today as a result of fiscal crisis and diverse political opposition. Themes to be discussed include: state strategies for steering the capitalist economy; problems of redistribution of wealth; social security, health, and unemployment protection; and the implications of welfare policy for class, race, and gender in contemporary society. *This course may qualify as a comparative politics or an American politics unit, depending on the choice of a student's research paper topic.*

Prerequisite: One Grade II unit in American or comparative European politics or macroeconomics or European history; open to juniors and seniors without prerequisite by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

POL2 304 State and Society in East Asia

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. An examination of the relationship between governments and social forces in Northeast and Southeast Asia. Countries to be considered include Japan, Korea, Taiwan, Singapore, the Philippines, Malaysia, Thailand, and Indonesia. The course takes a thematic approach to analyzing the political development and changing international role of these countries in the second half of the twentieth century. Among the issues to be considered are: authoritarianism, military rule, democratization, labor movements, gender politics, nationalism, and relations with the West.

Prerequisite: One Grade II unit in comparative politics or permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O Offered in 1999-2000.

Unit: 1.0

POL2 305S Seminar. The Military in Politics

Wasserspring

Focus on relations between the military and politics. Emphasis on the varieties of military involvement in politics, the causes of direct military intervention in political systems, and the consequences of military influence over political decisions. Themes include the evolution of the professional soldier, military influence in contemporary industrial society and the prevalence of military regimes in Third World nations. Case studies include the United States, Brazil, Peru, Nigeria, Ghana, Egypt.

Prerequisite: Open to juniors and seniors by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

POL2 306S Seminar. Revolution and War in Vietnam

Joseph

An examination of the origins, development, and consequences of the Vietnamese revolution. Topics to be considered include: the impact of French colonialism on traditional Vietnamese society; the role of World War II in shaping nationalism and communism in Vietnam; the motives, stages, and strategies of American intervention in Vietnam; leadership, organization, and tactics of the Vietnamese revolutionary movement; the expansion of the conflict to Cambodia and Laos; the anti-war movement in the United States; lessons and legacies of the Vietnam War; and political and economic development in Vietnam since the end of the war in 1975. *This course may qualify as either a comparative politics or an international relations unit, depending upon the student's choice of research paper topic.*

Prerequisite: One grade II unit in comparative politics or international relations or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

POL2 307S Seminar. Women and Development

Wasserspring

A comparative analysis of the impact of change on gender in the Third World. The status of women in traditional societies, the impact of

"development" upon peasant women, female urban migration experiences and the impact of the urban environment on women's lives in the Third World are themes to be considered. Special emphasis will be placed on the role of the state in altering or reinforcing gender stereotypes. Emphasis as well will be on comparing cultural conceptions of gender and the factors which enhance or hinder the transformation of these views. Examples will be drawn from all regions of the Third World.

Prerequisite: Open to juniors or seniors who have taken 204, 206, 207, 208, or 209; or by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL2 309 Nationalism and Ethnic Conflict

Bose

An examination of the roots and consequences of the many ethnic conflicts present in the world today, including the brutal violence in the former Yugoslavia and Rwanda, growing anti-immigrant sentiment in Western Europe, and religious strife in South Asia. The course explores the meaning of nationalism and ethnicity, analyzes the historical development of the European and post-colonial nation-state and its relationship to ethnic conflict, and looks at the ways in which different countries have dealt both successfully and unsuccessfully with the challenges of a multi-ethnic population.

Prerequisite: One Grade II unit in comparative politics, international relations, or permission of the instructor.

Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

International Relations

POL3 221 World Politics

Dassel

An introduction to the international system with emphasis on contemporary theory and practice. Analysis of the bases of power and influence, the sources of tension and conflict, and the modes of accommodation and conflict resolution. *Both Political Science 221 and Political Science 222 serve as introductions to the International Relations subfield in the Political Science department and as means of fulfilling the Political Science core requirement of the International Relations major. Students may take one or both courses.*

Prerequisite: One unit in history or political science.
Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

POL3 222 Comparative Foreign Policies

Miller

An introduction to international relations from the perspective of national actors and their challenges. Emphasis on foreign policy formulation and implementation in an era of rapidly changing technology. Individual and group research on special topics that vary from year to year. *Both Political Science 221 and Political Science 222 serve as introductions to the International Relations subfield in the Political Science department and as means of fulfilling the Political Science core requirement of the International Relations major. Students may take one or both courses.*

Prerequisite: One unit in history or political science.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL3 224 International Security

Paarlberg

War as a central dilemma of international politics. Shifting causes and escalating consequences of warfare since the industrial revolution. Emphasis on the risk and avoidance of armed conflict in the contemporary period, the spread of nuclear and conventional military capabilities, arms transfer, arms competition, peacekeeping and arms control.

Prerequisite: One unit in international relations or permission of the instructor.

Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL3 321 The United States in World Politics

Miller

An analysis of American foreign policy with emphasis on both the processes of policy formulation and implementation as well as the substance of policies pursued. Consideration of domestic and foreign imperatives shaping executive and legislative tensions.

Prerequisite: 221, 222, or permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL3 322S Seminar. Gender in World Politics

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. The course will examine gender constructions in world politics and assess the roles of women as leaders, actors, and objects of foreign policy. Some topics include gender biases in international relations theories, institutions, and policies; women's relationship to state; feminist analysis of war/peace, political economy, and human rights; coalition-building around issues of gender.

Prerequisite: 221 or permission of the instructor.
Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: N/O. Offered in 1999–2000. Unit: 1.0

POL3 323 The Politics of Economic Interdependence

Paarlberg

A review of the politics of international economic relations, including trade, money, and multinational investment within the industrial world and also among rich and poor countries. Political explanations will be sought for the differing economic performance of states in Asia, Africa, and Latin America. Global issues discussed will include food, population, energy, and environment.

Prerequisite: One unit in international relations or comparative politics.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL3 327 International Organization

Murphy

The changing role of international institutions since the League of Nations. Emphasis on the UN, plus examination of specialized agencies, multilateral conferences and regional or functional economic and security organizations. The theory and practice of integration beyond the nation-state, as well as the creation and destruction of international regimes.

Prerequisite: One unit in international relations or comparative politics.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL3 328 After the Cold War

Miller

An exploration of contentious issues in world politics since 1989. Stress on transitions and transformations in global, regional, and functional settings.

Prerequisite: 221, 222 or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

POL3 329 International Law

Hotchkiss

An exploration of the meaning of the “rule of law” in a global context. The course focuses on three themes. First, the classic form of international law, including the concepts of statehood and sovereignty, the relationship of nations to

each other, and the growth of international organizations. The second theme is the role and responsibility of individuals in international law, especially in the area of human rights. The third theme is the developing international law of the earth’s common areas, specifically the oceans, space, and the environment.

Prerequisite: One unit in international relations or legal studies, or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL3 330S Seminar. Negotiation and Bargaining

Miller

An examination of modern diplomacy in bilateral and multilateral settings from the perspectives of both theorists and practitioners. Consideration of the roles of personalities, national styles of statecraft and domestic constraints in contemporary case studies.

Prerequisite: 221, 222 and by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL3 331S Seminar. Women, War, and Peace

NOT OFFERED IN 1998–99. Cross-cultural and cross-national examination of the relationship between gender and various institutions and processes of war and peace, including military organization, ideology decision-making, strategy, pacifism, and peace movements. Specific issues to be considered include: the politics surrounding women as soldiers, camp followers, and civilian supporters of military establishments, the politics of “maternal thinking,” eco-feminism, and women-only peace camps as challenges to military ideology and practice. *This course may qualify as either an international relations or a comparative politics unit, depending upon the student’s choice of research paper topic.*

Prerequisite: One Grade II unit in either international relations or comparative politics or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

POL3 332S Seminar. People, Agriculture, and the Environment

Paarlborg

An examination of linkages between agricultural production, population growth, and environmental degradation, especially in the countries of the developing world. Political explanations will be sought for deforestation, desertification, habitat destruction, species loss, water pollution, flooding, salinization, chemical poisoning, and soil erosion - all of which are products of agriculture. These political explanations will include past and present interactions with rich countries, as well as factors currently internal to poor countries. Attention will be paid to the local, national, and international options currently available to remedy the destruction of rural environments in the developing world. *This course may qualify as either a comparative politics or an international relations unit, depending upon the student's choice of research paper topic.*

Prerequisite: 204 or 323. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

POL3 348S Seminar. Problems in North-South Relations

NOT OFFERED IN 1998-99. An exploration of historical and contemporary relations between advanced industrial countries and less developed countries, with emphasis on imperialism, decolonization, interdependence, and superpower competition as key variables. Consideration of systemic, regional, and domestic political perspectives. Stress on the uses of trade, aid, investment and military intervention as foreign policy instruments. *This course may qualify as either a comparative politics or an international relations unit, depending upon the student's choice of research paper topic.*

Prerequisite: One unit in international relations or permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

Political Theory

POL4 201 Issues in Political Theory

Euben

An introduction to the study of political theory, and specifically to the problems of political action. Exploration of questions about civil disobedience, legitimate authority, ethics and politics, and the challenge of creating a just order in a world characterized by multiple beliefs and identities. Discussion of anarchism, democracy, liberalism, decolonization, violence and revolution, universalism and cultural relativism, and differences of race, class and gender. Authors include Plato, Machiavelli, Rousseau, Locke, Thoreau, Martin Luther King, Jr., Malcolm X, Fanon, and Gandhi.

Prerequisite: One unit in political science, philosophy, or history, or by permission of the instructor. Not open to students who have taken POL4 245.

Distribution: Religion, Ethics, and Moral Philosophy

Semester: Fall

Unit: 1.0

POL4 240 Classical and Medieval Political Theory

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. Study of selected classical, medieval, and early modern writers, including Plato, Aristotle, Cicero, St. Augustine, St. Thomas Aquinas, Machiavelli, Luther and Calvin. Emphasis on the logic of each theorist's argument, including such questions as the nature of human sociability, possible—and best—forms of government, and the question why we should obey government and the limits to that obedience. Exploration of diverse understandings of the concepts of justice, freedom and equality. Attention is paid to the historical context within which a political theory is written.

Prerequisite: One unit in political science, philosophy, or European history.

Distribution: Religion, Ethics, and Moral Philosophy

Semester: N/O. Offered 1999-2000.

Unit: 1.0

POL4 241 Modern Political Theory

Euben

Study of the development of Western political theory from the 17th to 19th centuries. Among the theorists read are Hobbes, Locke, Hume, Rousseau, Burke, Wollstonecraft, Mill, Hegel and Marx. Emphasis on the logic of each theorist's argument, including such questions as the nature of human sociability, possible—and

best—forms of government, and the question why we should obey government and the limits to that obedience. Exploration of diverse understandings of the concepts of justice, freedom and equality. Attention is paid to the historical context within which a political theory is written.

Prerequisite: One unit in political science, philosophy, or European history.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

POL4 242 Contemporary Political Theory

NOT OFFERED IN 1998–99. Study of contemporary 20th-century political and social theories, including existentialism, and contemporary variants of Marxist, fascist, neoconservative, and democratic theories. Attention will be paid to theoretically grounded approaches to political inquiry, including functionalism, structuralism, and post-modernist theory.

Prerequisite: One unit in political theory, or social theory, or political philosophy; or by permission of the instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

POL4 340 American Political Thought

Siemers

Examination of American political writing, with emphasis given to the Constitutional period, Progressive Era, and to contemporary sources. Questions raised include: origins of American institutions, including rationale for federalism and separation of powers, role of President and Congress, judicial review; American interpretations of democracy, equality, freedom and justice; legitimate powers of central and local governments. Attention paid to historical context and to importance for modern political analysis.

Prerequisite: One Grade II unit in political theory, American politics, or American history, or by permission of the instructor.
Distribution: Historical Studies
Semester: Spring Unit: 1.0

POL4 342S Seminar. Marxist Political Theory *Krieger*

Study of the fundamental concepts of Marxist theory, including alienation, the materialist conception of history, class formation and class struggle. Particular attention will be paid to Marx's theory of politics. The applicability of Marxist theory to contemporary political developments will be assessed. Study of contemporary Marxist theory will emphasize issues of class, race and gender.

Prerequisite: Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

POL4 344S Seminar. Feminist Political Theory *Euben*

An examination of feminist theory beginning with early liberal and socialist feminisms, continuing on to radical, post-structuralist and post-colonialist feminist theories among others. Particular attention to the complexity of theorizing about "what women are and need" in the context of a multicultural society and a post-colonial world. Consideration of feminist perspectives on rights and the law, pornography, racial and sexual differences, methodology and non-Western cultural practices such as veiling. Authors include Wollstonecraft, Engels, hooks, MacKinnon, Gilligan and Butler.

Prerequisite: One Grade II unit in political theory, philosophy, or women's studies. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: Spring Unit: 1.0

POL4 346 Comparative Political Thought: Modern Western and Islamic Theories of Politics

Euben

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. An examination of Western and Islamic theories about the nature and dilemmas of modern politics: does modern politics require secularization or a return to the "fundamentals" of tradition, religion and community? Is there such a thing as distinctive Western and Islamic perspectives in a world stamped by colonialism, imperialism and now globalization? Issues include the relationship between religion and politics; cultural relativism and universalism; Islamic fundamentalist and postmodernist reactions to the crises of modern politics. Authors include Machiavelli, Muhammad Abduh, Rousseau, Ayatollah Ruhollah Khomeini, and Foucault.

Prerequisite: One Grade II unit in political theory or philosophy or permission of the instructor.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O. Offered in 1999–2000. Unit: 1.0

POL4 349S Seminar. Liberalism

NOT OFFERED IN 1998–99. Study of the development of liberal political theory. Emphasis on the origins of liberalism in such theorists as Locke, Montesquieu, Jefferson, and Mill; adaptation of liberalism to the welfare state in Britain and the United States by T. H. Green, Hobhouse and the American progressives; development of contemporary American liberalism by political figures such as E.D. Roosevelt, Johnson and Humphrey, and theorists such as Rawls and Flathman. Some attention to critiques of liberalism by social democratic, communitarian and neo-conservative writers.

Prerequisite: One Grade II unit in political theory, or by permission of the instructor. Enrollment limited; interested students must fill out a seminar application available in the Political Science office.
Distribution: Religion, Ethics, and Moral Philosophy
Semester: N/O Unit: 1.0

Research or Individual Study

Individual or group research of an exploratory or specialized nature. Students interested in independent research should request the assistance of a faculty sponsor and plan the project, readings, conferences, and method of examination with the faculty sponsor. This courses are offered at the intermediate (250) and advanced (350) levels and for 1.0 or 0.5 units of credit.

POLS 250 Research or Individual Study

Prerequisite: Open to all students by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

POLS 250H Research or Individual Study

Prerequisite: Open to all students by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

POLS 350 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

POLS 350H Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

Senior Thesis

POLS 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

POLS 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Toward the Major

AFR 204 Third World Urbanization

AFR 215 Introduction to African American Politics

AFR 306 Urban Development and the Underclass

AFR 318 Seminar. African Women, Social Transformation, and Empowerment

ILAS 201 (Wintersession) Seminar. Women and Development in Mexico

Attention Called

EXTD 110 Introduction to Geographic Concepts

HIST 369 Seminar. Mapping the Past

SOC 140 Geography and Society

Directions for Election

Political Science 100 is strongly recommended for all further work in Political Science, particularly for those who are considering a major in the Department. Majors are also strongly encouraged, but not required, to take QR 199, Introduction to Social Science Data Analysis.

A major in Political Science consists of at least 9 units (8 units for the Class of 1997 and before). Courses at the 100-level may be counted as a unit of credit toward the major, but not toward a subfield distribution requirement (see below). In the process of fulfilling their major, students are encouraged to take at least one course or seminar that focuses on the politics of a culture other than their own.

The Department of Political Science divides its courses beyond the introductory level into four subfields: American Politics and Law, Comparative Politics, International Relations, and Political Theory. In order to ensure that Political Science majors familiarize themselves with the substantive concerns and methodologies employed throughout the discipline, all majors must take one Grade II (200-level) or Grade III (300-level) unit in each of the four subfields offered by the Department. Recommended first courses in the four subfields are: in American Politics and Law: 200; in Comparative Politics: any 200-level course; in International Relations: 221 or 222; in Political Theory: 201, 240, 241.

In addition to the subfield distribution requirement, all majors must do advanced work (Grade III) in at least two of the four subfields; a minimum of one of these Grade III units must be a seminar, which normally requires a major research paper. (Courses fulfilling the seminar requirement are denoted by an "S" after the course number.) *Admission to department seminars is by permission of the instructor only. Interested students must fill out a seminar application, which is available in the Political Science office prior to preregistration for each term.* Majors should begin applying for seminars during their junior year in order to be certain of fulfilling this requirement. Majors are encouraged to take more than the minimum number of required Grade III courses.

Ordinarily, a minimum of 5 courses for the major must be taken at Wellesley, as must the courses that are used to fulfill at least two of the four subfield distribution and the seminar requirement. The Department does not grant transfer credit at the Grade III level for either the major or for College distribution or degree requirements.

Although Wellesley College does not grant academic credit for participation in intern programs, students who take part in the Washington Summer Internship Program may arrange with a faculty member to undertake a unit of 350, Research or Individual Study, related to the internship experience.

Students may receive units of College credit if they achieve a grade of 4 or 5 on the American Government and Politics or the Comparative Politics Advanced Placement Examinations. Such AP credits do not count towards the minimum number of courses required for the political science major nor for the American or Comparative subfield distribution requirements for the major. If a student does receive a unit of College credit for the American Politics Exam, she may not take Political Science 200 (American Politics). Students who are uncertain whether to receive a College AP credit in American Politics or to take Political Science 200 should consult with a member of the department who specializes in American politics or law.

Majors who are interested in writing a senior honors thesis are urged to discuss their ideas and plans with either their advisor or the Department chair as early as possible in their junior year. Students considering going to graduate school for a Ph.D. in Political Science should talk with their advisors about appropriate preparation in quantitative methods and foreign languages.

Department of Psychology

Professor: Zimmerman, Furumoto^A, Schiavo, Clinchy, Koff (Chair), Pillemer, Cheek, Akert

Associate Professor: Lucas, Hennessey, Norem^{SI}, Wink, Genero, Carli, Berman

Assistant Professor: Keane^A

Visiting Assistant Professor: E. Byrnes, J. Byrnes, Kulik-Johnson

Instructor: Gleason

Senior Lecturer: Brachfeld-Child

Laboratory Instructor: Van Manen

All courses in the Psychology Department (with the exception of 350, 360 and 370) fulfill the Group B² distribution requirement.

PSYC 101 Introduction to Psychology Staff

Study of selected research problems from areas such as personality, child development, learning, cognition, and social psychology to demonstrate ways in which psychologists study behavior.

Prerequisite: None

Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

PSYC 205 Statistics with Laboratory Carli, Genero, Hennessey

The application of statistical techniques to the analysis of psychological data. Major emphasis on the understanding of statistics found in published research and as preparation for the student's own research in more advanced courses. Three periods of combined lecture-laboratory.

Prerequisite: Open to all students who have completed a college course in Psychology and, for first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement.

Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall, Spring Unit: 1.0

PSYC 207 Developmental Psychology Brachfeld-Child, Pillemer, Staff

Behavior and psychological development in infancy, childhood, and adolescence. An examination of theory and research pertaining to personality, social, and cognitive development. Lecture, discussion, demonstration, and observation of children. Observations at the Child Study Center required.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring Unit: 1.0

PSYC 207R Research Methods in Developmental Psychology Pillemer, Gleason

An introduction to research methods appropriate to the study of human development. Individual and group projects. Laboratory. Each section typically limited to twelve students. Observations at the Child Study Center required.

Prerequisite: 205 and 207.

Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.25

PSYC 208 Adolescence

NOT OFFERED IN 1998-99. Consideration of physical, cognitive, social and personality development during adolescence.

Prerequisite: 101

Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

PSYC 210 Social Psychology Akert

The individual's behavior as it is influenced by other people and the social situation. Study of social influence, interpersonal perception, social evaluation, and various forms of social interaction.

Prerequisite: 101

Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.0

PSYC 210R Research Methods in Social Psychology Schiavo, Carli

An introduction to research methods appropriate to the study of social psychology. Individual and group projects on selected topics. Laboratory. Each section typically limited to twelve students.

Prerequisite: 205 and 210, 211 or 245.

Distribution: Social and Behavioral Analysis
Semester: Fall, Spring Unit: 1.25

PSYC 211 Group Psychology Schiavo

Study of everyday interaction of individuals in groups. Introduction to theory and research on the psychological processes related to group structure and formation, leadership, communication patterns, etc.

Prerequisite: 101

Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

PSYC 212 Personality

Cheek, Kulik-Johnson

A comparison of major ways of conceiving and studying personality, including the work of Freud, Jung, behaviorists, humanists and social learning theorists. Introduction to major debates and research findings in contemporary personality psychology.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or Psychology 101.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

PSYC 212R Research Methods in Personality

Cheek, Norem

An introduction to research methods appropriate to the study of personality. Individual and group projects. Laboratory. Each section typically limited to twelve students.

Prerequisite: 205 and 212.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.25

PSYC 214R Research Methods in Cognitive Psychology

NOT OFFERED IN 1998–99. Introduction to research methods appropriate to the study of human cognition (i.e., how people take in, interpret, organize, remember, and use information in their daily lives). Individual and group projects. Laboratory. Each section typically limited to twelve students.

Prerequisite: 205 and one of the following, 215, 216, 217, 218, 219, Biological Sciences 213.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.25

PSYC 215 Memory

E. Byrnes

Introduction to the behavioral research and theories upon which the study of learning and memory are based. Both classical and operant conditioning will be discussed. Memory formation and retrieval as well as the different forms of memory will also be examined. This course will attempt to integrate the study of learning and memory, emphasizing the interdependence of these two processes.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or Psychology 101.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

PSYC 216 Psychology of Language

Lucas

Introduction to the study of the cognitive processes underlying language use. Topics include the relationship between language and thought, the development of language ability, and the computation of syntactic structure. The biological basis of language behavior will also be examined.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or Psychology 101.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

PSYC 217 Cognition

Lucas

Cognitive psychology is the study of the capabilities and limitations of the human mind when viewed as a system for processing information. An examination of basic issues and research in cognition focusing on attention, pattern recognition, memory, language and decision-making.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or Psychology 101.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

PSYC 218 Sensation and Perception

NOT OFFERED IN 1998–99. A survey of the human senses from stimulus to perception. Topics include basic features in vision: color, form, orientation and size; perception of the third dimension; illusions; attention; limits on perception; and the effects of experience and development. Relevant neurophysiological and clinical examples will be reviewed. Laboratory demonstrations.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or Psychology 101.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

PSYC 219 Physiological Psychology*Koff*

Introduction to the biological bases of behavior. Topics include structure and function of the nervous system, sensory processing, sleep, reproductive behavior, emotion, memory, language, and mental disorders.

Prerequisite: Open to sophomores, juniors and seniors without prerequisite and to first-year students with AP credit or Psychology 101. Not open to students who have taken Biological Sciences 213.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

PSYC 222R Research Methods in the Study of Individual Lives

NOT OFFERED IN 1998–99. An introduction to research methods appropriate to the study of individual lives. Individual and group projects. Laboratory. Typically limited to twelve students.

Prerequisite: 205 and one other 200-level Psychology course.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.25

PSYC 245 Cultural Psychology*Genero*

Examines how and why cultural factors affect social and developmental psychological processes. Individual, interpersonal, and contextual factors are considered to expand our understanding of increasingly diverse environments.

Prerequisite: 101 and one other Grade II unit, excluding 205.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

PSYC 248 Psychology of Teaching, Learning, and Motivation*Hennessey*

The psychology of preschool, primary, secondary, and college education. Investigation of the many contributions of psychology to both educational theory and practice. Topics include student development in the cognitive, social and emotional realms; assessment of student variability and performance; interpretation and evaluation of standardized tests and measurements; classroom management; teaching style; tracking and ability grouping; motivation; and teacher effectiveness.

Prerequisite: 101

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

PSYC 248R Research Methods in Educational Psychology*Hennessey*

An introduction to research methods appropriate to the study of educational psychology. Individual and group projects. Laboratory. Each section typically limited to twelve students. Observations at the Child Study Center and other classroom locations required.

Prerequisite: 205 and 248.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.25

PSYC 302 Health Psychology*Berman*

An exploration of the role of psychological factors in preventing illness and maintaining good health, in the treatment of illness, and in adjustment to ongoing illness.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

PSYC 303 Psychology of Gender*Norem*

An examination of different theoretical approaches to the study of sex and gender, the social construction and maintenance of gender and current research on gender differences. Topics will include review of arguments about appropriate methods for studying sex and gender and its “legitimacy” as a research focus, gender roles and gender socialization, potential biological bases of gender differences, and the potential for change in different sex-typical behaviors.

Prerequisite: Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

PSYC 308 Selected Topics in Clinical Psychology

NOT OFFERED IN 1998–99.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, including 212 and excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

PSYC 309 Abnormal Psychology

Wink

An examination of major psychological disorders with special emphasis on phenomenology. Behavioral treatment of anxiety based disorders, cognitive treatment of depression, psychoanalytic therapy of personality disorders, and biochemical treatment of schizophrenia will receive special attention. Other models of psychopathology will also be discussed.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, including 212 and excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall, Spring

Unit: 1.0

PSYC 311 Seminar. Social Psychology

Schiavo

Children and the Physical Environment. Exploration of the field of environmental psychology, the influence of the physical environment on behavior and feelings, with particular attention to children. Emphasis upon relevant concepts such as crowding, privacy, territoriality, and personal space. Specific settings (e.g., urban environments, neighborhoods, playgrounds, classrooms, homes) investigated. Students (in small groups) use observation, interview, or questionnaire techniques to pursue research topics. Individual seminar reports.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, including either 207, 210 or 211 and excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

PSYC 316 Seminar. Born to Talk? The Innateness Controversy in Language Acquisition

Lucas

A paradox of human cognitive development is that, although adults are generally better at learning than children are, children find it much easier to acquire a language than do adults. Linguists have argued that this must be due to inborn knowledge specific to language, what Steven Pinker has called a "language instinct." This claim will be explored through the examination of evidence for a critical period in language acquisition, for a genetic basis for some language impairments, and for the linguistic specialization of areas of the brain. The ability of nonhuman primates to acquire language and arguments about the evolutionary origins of language will also be evaluated.

Prerequisite: Open to juniors and seniors who have taken 216 and one other Grade II unit, or by permission of the instructor. Language Studies 114 may be substituted for either Grade II unit.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

PSYC 317 Seminar. Psychological Development in Adults

Clinchy

Exploration of age-related crises and dilemmas in the context of contemporary psychological theory and research. Topics include: intellectual development in adulthood; changing conceptions of truth and moral value; the evolution of identity; gender differences in development.

Prerequisite: Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

PSYC 318 Seminar. Brain and Behavior

Koff

Selected topics in brain-behavior relationships. Emphasis on the psychobiology of emotion. Topics include neuroanatomy and neurochemistry of emotion, lateralization of emotion, facial expressions of emotion, development of emotion, and disturbances of emotion.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, including one of the following: 215, 216, 217, 218, 219, or Biological Sciences 213, and excluding 205.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

PSYC 319 Neuropsychology

J. Byrnes

Current topic: Drugs and Behavior. An introduction to the neuroscientific basis of psychotropic drug action. Students will study the basic mechanisms of several classes of drugs that alter behavior. Uses of currently available psychotherapeutic drugs will be discussed in detail. In addition, current information regarding drug abuse and addiction will be presented. The neural and behavioral effects of novel drugs (e.g. cognitive enhancers, neuroprotective agents) will also be explored.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, including either 219 or Biological Sciences 213, and excluding 205.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

PSYC 325 Seminar. History of Psychology

NOT OFFERED IN 1998–99. History of anorexia nervosa from its identification and naming in the 1870s in Great Britain and France to the debates in the United States surrounding its explanation and treatment from the 1940s to the present. The seminar will explore the role of culture, gender, and sociohistorical change in the emergence of this modern disorder.

Prerequisite: Open to juniors and seniors who have taken 101.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

PSYC 329 Seminar. Psychology of Adulthood and Aging

Wink

An examination of how people cope with changes in their adult lives. Particular emphasis on aging as an example of life stage. Topics include: personality and cognitive change in later life; development of wisdom and integrity; retirement and bereavement; coping with death; intergenerational transmission of values; social support and coping with change. Models of life stages in adulthood will also be discussed.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

PSYC 330 Topics in Cognitive Science

Lucas

Topic for 1998–1999: Evolutionary bases of human thought. An investigation of the extent to which the extraordinary cognitive abilities of humans are the product of biological evolution. Students will be introduced to research suggesting that the characteristic ways in which people think, feel, communicate, and make decisions are due to natural selection. The views of Dawkins, Pinker, Gould and others will be critically evaluated.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

PSYC 331 Seminar. Psychology of the Self

Cheek

An examination of psychological approaches to understanding the nature of the self from William James (1890) to contemporary theories, including recent developments in psychoanalytic theory. Topics include: self-awareness, self-esteem, self-presentation, self-actualization, and psychopathology of the self. Development of the self throughout the life span.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

PSYC 333 Clinical and Educational Assessment

Wink

Current approaches to the psychological appraisal of individual differences in personality, intelligence, and special abilities will be investigated through the use of cases. Tests included in the survey are: MMPI, CPI, WAIS, Rorschach and the TAT. Special emphasis will be placed on test interpretation, report writing, and an understanding of basic psychometric concepts such as validity, reliability, and norms. Useful for students intending to pursue graduate study in clinical, personality, occupational, or school psychology.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring.

Unit: 1.0

PSYC 335 Seminar. Memory in Natural Contexts

NOT OFFERED IN 1998–99. Topics include autobiographical memory, eyewitness testimony, childhood amnesia, cross-cultural studies of memory, memory in early childhood and old age, and exceptional memory abilities.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

PSYC 337 Seminar. The Psychology of Creativity

NOT OFFERED IN 1998–99. An explanation of the foundations of modern theory and research on creativity. An examination of methods designed to stimulate creative thought and expression. Topics include: psychodynamic, behavioristic, humanistic and social-psychological theories of creativity; studies of creative environments; personality studies of creative individuals; methods of defining and assessing creativity; and programs designed to increase both verbal and nonverbal creativity.

Prerequisite: Open by permission of the instructor to juniors and seniors who have taken two Grade II units, excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

PSYC 340 Organizational Psychology

NOT OFFERED IN 1998–99. An examination of key topics such as: social environment of the work place, motivation and morale, change and conflict, quality of worklife, work group dynamics, leadership, culture, and the impact of workforce demographics (gender, race, socioeconomic status). Experiential activities, cases, theory and research.

Prerequisite: Open to juniors and seniors who have taken two Grade II units excluding 205, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

PSYC 345 Seminar. Selected Topics in Developmental Psychology

Gleason

Topic for 1998–99: Early Relationships. An examination of children's relationships from infancy through early childhood and their implications for social and cognitive development. Emphasis will be on relationships with caregivers, siblings, and peers, early friendships and children's relationships with imaginary companions.

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, and including 207.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

PSYC 347 Seminar. Ethnicity and Social Identity

Genero

Examines the social and developmental aspects of identity with a special focus on ethnicity. The social construction of culture, interpersonal functioning, ethnic group differences, and expectations will be explored as they relate to identity development. The influence of race, gender and class will also be considered.

Prerequisite: Open to juniors and seniors who have taken two Grade II units excluding 205, and including 245, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

PSYC 348 Advanced Topics in Personality and Social Psychology

Akert, Cheek

An exploration of the interface between personality and social psychology. Areas of research that are best understood by considering both personal dispositions and social situations will be examined. Topics include: conformity, romantic relationships, and social anxiety.

Prerequisite: Open to juniors and seniors who have taken 210 and 212, or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

PSYC 349 Seminar. Nonverbal Communication

Akert

An examination of the use of nonverbal communication in social interactions. Systematic observation of nonverbal behavior, especially facial expression, tone of voice, gestures, personal space, and body movement. Readings include scientific studies and descriptive accounts. Students have the opportunity to conduct original, empirical research. Issues include: the communication of emotion; cultural and gender differences; the detection of deception; the impact of nonverbal cues on impression formation; nonverbal communication in specific settings (e.g., counseling, education, interpersonal relationships).

Prerequisite: Open to juniors and seniors who have taken two Grade II units, excluding 205, and including 210.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

PSYC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring Unit: 1.0

PSYC 360 Senior Thesis Research

Prerequisite: By permission of department. See

Academic Distinctions.

Distribution: None

Semester: Fall, Spring Unit: 1.0

PSYC 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Toward the Major

AFR 225 Introduction to Black Psychology

BISC 213 Biology of Brain and Behavior with Laboratory

LANG 322 Child Language Acquisition

Attention Called

EXTD 204 Women and Motherhood

EXTD 334 Literature and Medicine

PHIL 215 Philosophy of Mind

Directions for Election

Majors in psychology must take at least nine (9) courses, including 101, 205, one research course, three additional Grade II courses, and two Grade III courses, one of which must be numbered 302-349. At least five of the courses for the major must be taken Department offers six research courses: 207R, 210R, 212R, 214R, 222R and 248R. The Department strongly recommends that the research course be completed no later than the end of the junior year. Students are required to take at least one course numbered 207-212 and at least one course numbered 215-219 or Biological Sciences 213.

Beginning with the class of 2002, Psychology 101 will no longer be required for the major. It can, however, be counted as one of the required nine courses. Students who do not take 101 will replace it with a Grade II course.

A Minor in psychology (five courses) consists of: (A) 101, and (B) one course at the 300-level, and (C) three additional courses. Psychology 350 does not count as one of the five courses for the minor. At least three of the courses for the minor must be taken in the Department.

Beginning with the class of 2002, Psychology 101 will no longer be required for the minor. It can, however, be counted as one of the required five courses. Students who do not take 101 will replace it with a Grade II course.

Students interested in an interdepartmental major in psychobiology or cognitive science are referred to the section of the Catalog where these programs are described. They should consult with the directors of the psychobiology or cognitive science programs.

Advanced placement credit exempts students from the prerequisite of Psychology 101 for courses numbered 200 or above in the department. First-year students with advanced placement wishing to enter such courses are advised to consult with the chair or the instructor in the course in which they wish to enroll. The unit given to students for advanced placement in psychology does not count towards the minimum psychology major or minor at Wellesley.

Department of Religion

Professor: *Hobbs, Kodera^A, Marini*

Visiting Professor: *Fontaine*

Associate Professor: *Elkins^A, Geller, Marlow*
(*Chair*)

Visiting Associate Professor: *Kates*

Instructor: *Estelle-Holmer*

All courses in the Religion Department (with the exception of 250, 250H, 298, 350, 350H, 360 and 370) fulfill the Group B¹ distribution requirement.

REL 100 Introduction to Religion

NOT OFFERED IN 1998–99. A beginning course in the study of religion, with lectures by all members of the department. The first half surveys the world's major religious traditions. The second half examines the interplay between religion and such phenomena as oppression and liberation, the status of women, art and architecture, politics, and modernity. Materials drawn from sources both traditional and contemporary, Eastern and Western.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

REL 104 Study of the Hebrew Bible/Old Testament

Estelle-Holmer

Critical introduction to the Hebrew Bible/Old Testament, studying its role in the history and culture of ancient Israel and its relationship to Ancient Near Eastern cultures. Special focus on the fundamental techniques of literary, historical and source criticism in modern scholarship, with emphasis on the Bible's literary structure and compositional evolution.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: Fall Unit: 1.0

REL 105 Study of the New Testament

Hobbs

The writings of the New Testament as diverse expressions of early Christianity. Close reading of the texts, with particular emphasis upon the Gospels and the letters of Paul. Treatment of the literary, theological, and historical dimensions of the Christian scriptures, as well as of methods of interpretation.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Fall, Spring

Unit: 1.0

REL 107 Critical Issues in Modern Religion

NOT OFFERED IN 1998–99. Religious advocates and their adversaries from the Enlightenment to the present. The impact of the natural and social sciences on traditional religious beliefs. Readings in Hume, Marx, Darwin, Freud, and Tillich, as well as liberation, feminist, and pluralist theologians.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

REL 108 Introduction to Asian Religions

Marlow

An introduction to the major religions of India, Tibet, China and Japan with particular attention to universal questions such as how to overcome the human predicament, how to perceive ultimate reality, and what is the meaning of death and the end of the world. Materials taken from Islam, Hinduism, Buddhism, Confucianism, Taoism, and Shinto. Comparisons made, when appropriate, with Hebrew and Christian Scriptures.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy
Semester: Fall Unit: 1.0

REL 108M Introduction to Asian Religions

NOT OFFERED IN 1998–99. This version of REL 108 is taught at MIT and meets the HASS-D requirement at MIT for MIT students. Open to all Wellesley and MIT students.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

REL 140 Introduction to Jewish Civilization

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. A survey of the history of the Jewish community from its beginnings to the present. Exploration of the elements of change and continuity within the evolving Jewish community as it interacted with the larger Greco-Roman world, Islam, Christianity, and post-Enlightenment Europe and America. Consideration given to the central ideas and institutions of the Jewish tradition in historical perspective.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: N/O. Offered in 1999–2000. Unit: 1.0

REL 160 Introduction to Islamic Civilization
NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. A historical survey of the religion and culture of the Islamic world from the seventh century to the present. Topics include literary and artistic expression, architecture, institutions, philosophical and political thought, religious thought and practice, and modern intellectual life. Attention to the interaction among Arabs, Iranians and Turks in the formation of Islamic culture, and the diverse forms assumed by that culture in areas to which Islam later spread.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: N/O. Offered in 1999–2000. Unit: 1.0

REL 200 Theories of Religion
NOT OFFERED IN 1998–99. An exploration of theoretical models and methods employed in the study of religions. Particular attention to approaches drawn from anthropology, sociology and psychology. Readings will concentrate on basic positions of continuing influence in the field: William James and Sigmund Freud, Max Weber and Emile Durkheim, Clifford Geertz and Victor Turner, Rudolf Otto and Mircea Eliade. Some attention to contemporary applications of, and variations on, these positions.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

REL 203 Biblical Heroines: Reading Ruth and Esther
Kates

Study of the two Biblical books named for their female protagonists in which women play the leading roles. The approach will be primarily literary/theological with the attention to historical context. Special attention to connections between these texts and other parts of the Hebrew Bible and to the varieties of interpretation offered by ancient Jewish version of the text (such as Greek Esther, Josephus), Rabbinic exegesis and contemporary feminist readings.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy
Semester: Fall Unit: 1.0

REL 204 Law in the Ancient Near East and Hebrew Bible/Old Testament
NOT OFFERED IN 1998–99. Women and Family Law (marriage and surrogate parenting, divorce, adultery, rape); Slavery (concubinage, gender differences, agency); and Injury Law (torts). Comparative readings in documents from the Ancient Near East including the Hebrew Bible. This course seeks to identify the most ancient principles of justice, law and ethics of Western Civilizations.

Prerequisite: None
Distribution: Historical Studies
Semester: N/O Unit: 1.0

REL 205 Genesis and the Ancient Near East Mythologies
NOT OFFERED IN 1998–99. Examination of the historical narrative, mythology and theology of the book of Genesis, especially in comparison with ancient Mesopotamian and Egyptian literatures. Topics include cosmic and human creation stories, the flood motif, Patriarchal/Matriarchal traditions. Methodological introduction to the study of composite texts.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

REL 206 The Way of Wisdom, Life, Love and Suffering in the Ancient Near East
Fontaine

A study of the wisdom books of the Hebrew Bible/Old Testament (Proverbs, Job, Ecclesiastes) in the context of their ancient Near Eastern parallels. Special attention to the roles of women as characters within the text and as authorizers of the wisdom tradition's teachings. Methodological approaches will include folklore studies, comparative literature, and feminist Biblical hermeneutics.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy
Semester: Spring Unit: 1.0

REL 210 The Gospels
NOT OFFERED IN 1998–99. A historical study of each of the four canonical Gospels, and of one of the noncanonical Gospels, as distinctive expressions in narrative form of the proclamation concerning Jesus of Nazareth.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy
Semester: N/O Unit: 1.0

REL 211 Jesus of Nazareth*Hobbs*

Historical study of Jesus, first as he is presented in the Gospels, followed by interpretations of him at several subsequent stages of Christian history. In addition to the basic literary materials, examples from the visual arts and music will be considered, such as works by Michelangelo, Grünewald, J. S. Bach, Beethoven, and Rouault, as well as a film by Pasolini. The study will conclude with the modern "quest for the historical Jesus."

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: Fall

Unit: 1.0

REL 212 Paul: The Controversies of an Apostle

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. A study of the emergence of the Christian movement with special emphasis upon those experiences and convictions which determined its distinctive character. Intensive analysis of Paul's thought and the significance of his work in making the transition of Christianity from a Jewish to a Gentile environment.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 1999-2000.

Unit: 1.0

REL 215 Christian Classics

NOT OFFERED IN 1998-99. Fundamental texts of the Christian tradition examined for their spiritual and theological significance. Works read include Augustine's *Confessions*, Thomas à Kempis' *The Imitation of Christ*, Luther's *On Christian Freedom*, Teresa of Avila's *Autobiography*, Bunyan's *The Pilgrim's Progress*, Martin Luther King's, Jr., *Strength to Love*.

Prerequisite: None

Distribution: Language and Literature or Religion,

Ethics and Moral Philosophy

Semester: N/O

Unit: 1.0

REL 216 Christian Thought: 100-1600

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. Good and evil, free will and determinism, orthodoxy and heresy, scripture and tradition, faith and reason, love of God and love of neighbor: issues in the writings of Christian thinkers - Catholic, Orthodox, and Protestant - from the martyrs to the sixteenth-century reformers. Special attention to the diversity of traditions and religious practices, including the cult of saints, the veneration of icons, and the use of Scripture.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 1999-2000.

Unit: 1.0

REL 218 Religion in America*Marini*

A study of the religions of Americans from the colonial period to the present. Special attention to the impact of religious beliefs and practices in the shaping of American culture and society. Representative readings from the spectrum of American religions including Aztecs and Conquistadors in New Spain, Anne Hutchinson and the Puritans, Jonathan Edwards and John Wesley, Ralph Waldo Emerson, Isaac Meyer Wise, Mary Baker Eddy, Dorothy Day, Black Elk, and Martin Luther King, Jr.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Fall

Unit: 1.0

REL 220 Religious Themes in American Fiction*Marini*

Human nature and destiny, good and evil, love and hate, loyalty and betrayal, tradition and assimilation, salvation and damnation, God and fate in the novels of Hawthorne, Thoreau, Melville, Harriet Beecher Stowe, Chaim Potok, Rudolfo Anaya, Alice Walker, and Leslie Marmon Silko. Reading and discussion of these texts as expressions of the diverse religious cultures of nineteenth- and twentieth-century America.

Prerequisite: None

Distribution: Language and Literature or Religion, Ethics and Moral Philosophy

Semester: Spring

Unit: 1.0

REL 221 Catholic Studies

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. Contemporary issues in the Roman Catholic Church, with particular attention to the American situation. Topics include sexual morality, social ethics, spirituality, women's issues, dogma, liberation theology, ecumenism, and inter-religious dialogue. Readings represent a spectrum of positions and include works by Thomas Merton, Dorothy Day, the U.S. bishops, and recent popes.

Prerequisite: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 1999-2000.

Unit: 1.0

REL 224/MUS 224 Hildegard of Bingen

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. In celebration of the nine-hundredth anniversary of her birth, this interdisciplinary seminar will focus on the music, dramatic productions, vision literature, and theology of the renowned twelfth-century abbess Hildegard of Bingen. Attention will also be given to her scientific work on medicine, the manuscript illuminations of her visions, and the productions of her music popular today. Students will have the opportunity to perform Hildegard's music with the Wellesley College Collegium Musicum directed by Claire Fontijn. *Students may register for either REL 224 or MUS 224. Credit will be given in the department in which the student is registered.*

Prerequisite: Permission of one of the instructors.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O. Offered in 1999–2000. Unit 1.0

REL 225 Women in Christianity

NOT OFFERED IN 1998–99. OFFERED IN 2000–2001. Martyrs, mystics, witches, wives, virgins, reformers, and ministers: a survey of women in Christianity from its origins until today. Focus on women's writings, both historical and contemporary. Special attention to modern interpreters—feminists, third-world women, and women of color.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: N/O. Offered in 2000–2001. Unit: 1.0

REL 226 Liberation Theology

NOT OFFERED IN 1998–99. An examination of the variety of liberation theologies from 1971 to the present. Focus on the common themes (such as political, economic, and social transformation) and divergent emphases (such as class, gender, race, and religion) of these writings. Readings in Latin American, Black, Jewish, Third World women, and Asian authors.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

REL 229 Christianity and the Third World

Marini

An inquiry into the encounter of Christianity with cultures beyond Europe from the sixteenth century to the present. Critical examination of

Christian missions and the emergence of indigenized forms of Christianity in the Third World. Particular attention to contemporary movements including Catholic Liberation base communities and Protestant Pentecostal settlements in Latin America, Afro-Caribbean Vodun and Rastafarianism, the New Churches of SubSaharan Africa, and the Evangelical Churches of Korea.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: Fall Unit: 1.0

REL 230 Ethics

Marini

An inquiry into the nature of values and the methods of moral decision-making. Examination of selected ethical issues including racism, sexism, economic justice, the environment, and personal freedom. Introduction to case study and ethical theory as tools for determining moral choices.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy
Semester: Spring Unit: 1.0

REL 231 Psychology of Religion

NOT OFFERED IN 1998–99. An examination of major psychological studies of religion beginning with William James. Readings primarily drawn from four psychoanalytic traditions: Freud, Jung, ego psychology (Erikson), and object relations (Winnicott). Attention to the feminist critics and advocates of each.

Prerequisite: None
Distribution: Religion, Ethics and Moral Philosophy or Social and Behavioral Analysis
Semester: N/O Unit: 1.0

REL 241 Emerging Religions: Judaism and Christianity 150 B.C.E.–500 C.E.

Geller

Both Christianity and Rabbinic Judaism emerged as radical responses to theological and social problems churning at the beginning of the first millennium. This course will place the origins of these two religions into historical and theological context, by drawing on readings from Intertestamental Writings, the Dead Sea Scrolls, New Testament and other Early Christian sources, Rabbinic Midrash and Talmud.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics and Moral Philosophy
Semester: Spring Unit: 1.0

REL 243 Women in the Biblical World

The roles and images of women in the Bible, and in early Jewish and Christian literature, examined in the context of the ancient societies in which these documents emerged. Special attention to the relationships among archaeological, legal and literary sources in reconstructing the status of women in these societies.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Fall

Unit: 1.0

REL 244 Jerusalem: The Holy City

NOT OFFERED IN 1998–99. An exploration of the history, archaeology, and architecture of Jerusalem from the Bronze Age to the present. Special attention both to the ways in which Jerusalem's Jewish, Christian, and Muslim communities transformed Jerusalem in response to their religious and political values and also to the role of the city in the ongoing Mid-East and Israeli-Palestinian peace process.

Prerequisite: None

Distribution: Historical Studies

Semester: N/O

Unit: 1.0

REL 245 The Holocaust and the Nazi State

Geller

An examination of the origins, character, course, and consequences of Nazi anti-Semitism during the Third Reich. Special attention to Nazi racialist ideology, and how it shaped policies which affected such groups as the Jews, the disabled, the Roma and the Sinti, Poles and Russians, Afro-Germans, homosexuals, and women. Consideration also of the impact of Nazism on the German medical and teaching professions.

Prerequisite: None

Distribution: Historical Studies

Semester: Spring

Unit: 1.0

REL 250 Research or Individual Study

Prerequisite: Open to first-year students and sophomores.

Distribution: None

Semester: Spring, Fall

Unit: 1.0

REL 250H Research or Individual Study

Prerequisite: Open to first-year students and sophomores.

Distribution: None

Semester: Spring, Fall

Unit: 0.5

REL 251 Religions in India

Marlow

An examination of Indian religions as expressed in sacred texts and arts, religious practices and institutions from 2500 B.C.E. to the present. Concentration on the origins and development of indigenous Indian traditions, such as Brahmanism, Hinduism, and Buddhism, as well as challenges from outside, especially from Islam and the West.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Spring

Unit: 1.0

REL 253 Buddhist Thought and Practice

NOT OFFERED IN 1998–99. OFFERED IN 2000–2001. A study of Buddhist views of the human predicament and its solution, using different teachings and forms of practice from India, Southeast Asia, Tibet, China and Japan. Topics including the historic Buddha's sermons, Buddhist psychology and cosmology, meditation, bodhisattva career, Tibetan Tantricism, Pure Land, Zen, dialogues with and influence on the West.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2000–2001.

Unit: 1.0

REL 254 Chinese Thought and Religion

Staff

Continuity and diversity in the history of Chinese thought and religion from the ancient sage-kings of the third millennium B.C.E. to the present. Topics include: Confucianism, Taoism, Chinese Buddhism, folk religion and their further developments and interaction. Materials drawn from philosophical and religious and literary works.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Fall

Unit: 1.0

REL 255 Japanese Religion and Culture

NOT OFFERED IN 1998–99. OFFERED IN 2000–2001. Constancy and change in the history of Japanese religious thought and its cultural and literary expression from the prehistoric "age of the gods" to contemporary Japan. An examination of Japanese indebtedness to, and independence from, Korea and China, assimilation and rejection of the West, and preservation of indigenous tradition. Topics include: Shinto, distinc-

tively Japanese interpretations of Buddhism, Neo-Confucianism and their role in modernization and nationalism, Western colonialism; and modern Japanese thought as a crossroad of East and West.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2000–2001. Unit: 1.0

REL 256 Korean Religions

Staff

An inquiry into the various religious traditions in Korean history as they relate to Korean culture and society. Topics include: Shamanism, Buddhism, Confucianism, Christianity in the Korean context.

Prerequisite: None. Helpful, though not required, is some prior work in East Asian studies, especially in religion and history.

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: Spring Unit: 1.0

REL 257 Contemplation and Action

NOT OFFERED IN 1998–99. OFFERED IN 2000–2001. An exploration of the relationship between contemplation and action in the spiritual life, East and West. Topics include: self-cultivation and social responsibility; solitude and compassion; human frailty as a basis for courage; anger as an expression of love; Western adaptations of Eastern spirituality; interfaith approaches to social and environmental crises. Readings selected from Confucius, Gautama Buddha, Ryokan, Mahatma Gandhi, Abraham Heschel, Dag Hammarskjöld, Simone Weil, Thomas Merton, Henri Nouwen, Beverly Harrison, Benjamin Hoff, Reuben Habito and others.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2000–2001. Unit: 1.0

REL 258 Tibetan Buddhism

Staff

Tantric Buddhism of Tibet as a philosophical, contemplative, cultural and political phenomenon, examined in the contexts of native Tibetan tradition and the larger Mahayana Buddhism. Special attention to the Dalai Lama and to the “Free Tibet” movement.

Prerequisites: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: Spring Unit: 1.0

REL 259 Vietnam War as Moral and Spiritual Crisis

Staff

The impact of the Vietnam War, in historical context, on the moral and spiritual dilemmas of the peoples of Southeast Asia and North America; the influence of the War on the development of Asian religions in North America, particularly Buddhism as an American phenomenon.

Prerequisites: None

Distribution: Religion, Ethics and Moral Philosophy

Semester: Spring Unit: 1.0

REL 262 The Formation of the Islamic Religious Tradition

NOT OFFERED IN 1998–99. A historical study of the Islamic religious tradition with particular attention to the early centuries in which it reached its classical form. Topics include the life of Muhammad, the Qur'an and Qur'anic interpretation, Prophetic tradition, law, ethics, theology, Shi'ism, and Sufism. Attention to the diversity within the Islamic tradition and to the continuing processes of reinterpretation, into the modern period.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O Unit: 1.0

REL 263 Islam in the Modern World

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. The role of Islam in the development of Turkey, the Arab world, Iran, India and Pakistan in the 19th and 20th centuries. Explores the rise of nationalism, secularism, modernism, “fundamentalism,” and revolution in response to the political, socio-economic, and ideological crises of the colonialist and post-colonialist period. Issues include legal and educational reform, the status of women, dress, economics. Readings from contemporary Muslim religious scholars, intellectuals, and literary figures.

Prerequisite: None

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 1999–2000. Unit: 1.0

REL 264 Literatures of the Islamic World

NOT OFFERED IN 1998–99. An examination of some major works of Arabic, Persian, Turkish, and Urdu literature (in English translation), medieval and modern, religious and secular, in their historical and cultural contexts. Attention

to the interaction between local oral literatures and written works. Emphasis on the portrayal of relationships between the individual, the family and the larger community. Readings from the Qur'an, Sufi poetry, the *ta'ziya* ("Passion Play"), epics, "Mirrors for Princes," the *Thousand and One Nights*, modern novels, plays and political poetry.

Prerequisite: Open to all students, except those who have taken [363].

Distribution: Language and Literature or Religion, Ethics and Moral Philosophy

Semester: N/O Unit: 1.0

REL 298 New Testament Greek

Hobbs

Special features of Koiné Greek. Reading and discussion of selected New Testament texts.

Prerequisite: One year of Greek; or exemption examination; or by permission of the instructor.

Distribution: Language and Literature or Religion, Ethics and Moral Philosophy/A

Semester: Spring Unit: 1.0

REL 300 Seminar. Issues in the Contemporary Study of Religion

Geller

An examination of selected problems of research and interpretation in the contemporary study of religion. Close reading and discussion of recent landmark works from each of the Religion Department's three curricular areas: Religion Studies, Judaism and Christianity, and Islam and Asian Religions. Special emphasis on student-faculty discourse about the conceptual foundations of critical scholarship in the field. Strongly recommended for departmental majors and minors.

Prerequisite: Junior and senior religion majors and minors, or by permission of the instructor.

Distribution: Religion, Ethics and Moral Philosophy

Semester: Fall Unit: 1.0

REL 303 Seminar. Human Sacrifice in Religion

NOT OFFERED IN 1998–99. This course will study the meaning of sacrifice in Ancient Mediterranean cultures and how Judaism, Christianity and Islam all transformed the actual act into symbolic rituals and complex theological imageries. The Bible's "Binding of Isaac" story will serve as the core narrative. We shall study the interpretation of this passage as it appears in Second Temple Period Judaism, New Testament and Early Church Fathers, Rabbinic Midrash, and Islamic exegesis.

Prerequisite: Any course in Hebrew Bible or New Testament or one of the following: 140, 160, 241, 262, or permission of the instructor.

Distribution: Religion, Ethics and Moral Philosophy

Semester: N/O Unit: 1.0

REL 308 Seminar. Paul's Letter to the Romans
NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. An exegetical examination of the "Last Will and Testament" of the Apostle Paul, concentrating especially on his theological construction of the Gospel, on his stance vis-à-vis Judaism and its place in salvation-history, and on the theologies of his opponents as revealed in his letters.

Prerequisite: At least one course in New Testament.

Distribution: Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 1999–2000. Unit: 1.0

REL 310 Seminar. Gospel of Mark

Hobbs

An exegetical examination of the Gospel of Mark, with special emphasis on its character as a literary, historical, and theological construct, presenting the proclamation of the Gospel in narrative form. The gospel's relationships to the Jesus tradition, to the Old Testament/Septuagint, and to the christological struggles in the early church will be focal points of the study.

Prerequisite: At least one course in New Testament.

Distribution: Religion, Ethics and Moral Philosophy

Semester: Spring Unit: 1.0

REL 316 Seminar. The Virgin Mary

NOT OFFERED IN 1998–99. OFFERED IN 2000–2001. The role of the Virgin Mary in historical and contemporary Catholicism. Topics include biblical passages about Mary; her cult in the Middle Ages; and the appearances at Guadalupe, Lourdes, and Fatima. Attention also to the relation between concepts of Mary and attitudes toward virginity, the roles of women, and "the feminization of the deity."

Prerequisite: One Grade II course in medieval history, women's studies, or religion or by permission of instructor.

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O. Offered in 2000–2001. Unit: 1.0

REL 318 Seminar. Religion in Revolutionary America, 1734 to 1792

NOT OFFERED IN 1998–99. American religious culture from the Great Awakening to the Bill of Rights and its relationship to the Revolution. Doctrinal debates, Protestant revivals and sectarian movements, political the-

ologies of the Revolutionary era, religion's role in the drafting and ratification of the Constitution, separation of church and state, sacred poetry, song, and architecture, and popular religious literature.

Prerequisite: One Grade II course in American religion, history, or politics, or permission of the instructor.

Distribution: Historical Studies or Religion, Ethics and Moral Philosophy

Semester: N/O Unit: 1.0

REL 323 Seminar. Models of God in Feminist Theologies

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. Topics include: the influence of patriarchal social structures on the images of God dominant in Western religions; and the emergence of alternative concepts of God as articulated from feminist perspectives. Readings in Protestant, Roman Catholic, and Jewish authors, such as Rosemary Ruether, *Sexism and God-Talk*, Catherine Keller, *From a Broken Web*, Judith Plaskow, *Standing Again at Sinai*, and Elizabeth Johnson, *She Who Is*. Attention also given to narrative accounts of women's religious oppression and liberation.

Prerequisite: 226 or permission of instructor.

Distribution: Religion, Ethics and Moral Philosophy or Social and Behavioral Analysis

Semester: N/O. Offered in 1999–2000. Unit: 1.0

REL 342 Seminar. Archaeology of the Biblical World

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. An examination of the ways in which archaeological data contribute to the understanding of the history of ancient Israel, and the Jewish and Christian communities of the Roman Empire.

Prerequisite: One course in Archaeology, Biblical Studies, Classical Civilization, early Christianity, early Judaism, or by permission of the instructor.

Distribution: Historical Studies

Semester: N/O. Offered 1999–2000. Unit: 1.0

REL 350 Research or Individual Study

Prerequisite: Open to juniors and seniors.

Distribution: None

Semester: Fall, Spring Unit: 1.0

REL 350H Research or Individual Study

Prerequisite: Open to juniors and seniors.

Distribution: None

Semester: Fall, Spring Unit 0.5

REL 351 Seminar. Religion and Identity in Modern India

NOT OFFERED IN 1998–99. A study of Indian thought (Hindu, Muslim and Sikh) from the end of the Mughal Empire to the present. Attention to the impact of the British presence on Indian culture and intellectual life, the struggle for independence, the formation of Pakistan, and the rise of "fundamentalisms" throughout the subcontinent. Focus on the intersection of religious and social issues, such as the caste system, the roles and rights of women, and the relationships between majority and minority communities. Readings from Vivekananda, Gandhi, Tagore, Radhakrishnan, Iqbal, Mawdudi, Rushdie.

Prerequisite: Open to juniors and seniors, and to sophomores with permission of the instructor.

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: N/O Unit: 1.0

REL 353 Seminar. Zen Buddhism

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. Zen, the long known yet little understood tradition, studied with particular attention to its historical and ideological development, meditative practice, and expressions in poetry, painting, and martial arts. *Enrollment limited to fifteen.*

Prerequisite: One course in Asian Religions and by permission of the instructor.

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: N/O. Offered in 1999–2000. Unit: 1.0

REL 355 Seminar. Modern Japanese Thought

NOT OFFERED IN 1998–99. OFFERED IN 2000–2001. An exploration of how modern Japanese thinkers have preserved Buddhism, Confucianism, Taoism and Shinto, while introducing Western thinkers, such as Kant, Heidegger, Kierkegaard, Dostoyevsky and Marx, and created a synthesis to meet the intellectual and cultural needs of modern Japan. Readings include Nishida Kitaro, *The Logic of Place and a Religious World View*; Watsuji Tetsuro, *Climate and Culture*; Uchimura Kanzo, "No Church Christianity"; Tanabe Hajime, *Philosophy as Metanoia*.

Prerequisite: 255 or equivalent, and permission of the instructor.

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: N/O. Offered in 2000–2001. Unit: 1.0

REL 360 Senior Thesis Research

Prerequisite: By permission of department. See

Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

REL 362 Seminar. Religion and State in Islam

Marlow

The relationship between religious authority and political legitimacy in the Islamic world from the seventh century to the present. Issues in the pre-modern period include the problem of justice and the emergence of distinct Sunni and Shi'i ideas of religio-political authority. Issues in the modern period include modernist, secularist, and "fundamentalist" conceptions of religion's role in the nation state.

Prerequisite: 160 or 262, History 286 or equivalent, or by permission of the instructor.

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: Spring.

Unit: 1.0

REL 365 Seminar. Images of the Other in the European and Islamic Middle Ages

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. This team-taught course will include travel narratives by European and Middle Eastern travelers, merchants, sailors; European Crusader poems and Middle Eastern descriptions of real interactions with Crusaders; religious texts, including Christian-Muslim polemic; love poetry in both traditions written to the transgressive cultural Other; maps and accounts of the marvelous; and fictional stories that feature travel and "orientalism." We will conclude with Shakespeare's famous tragedy of the Moor Othello and his European wife Desdemona. *Enrollment is limited to 15.*

Prerequisite: Open to juniors and seniors.

Distribution: Historical Studies or Language and Literature

Semester: N/O. Offered in 1999-2000.

Unit: 1.0

REL 366 Seminar. Islamic Revival in the Modern Middle East and North Africa

NOT OFFERED IN 1998-99. A historical study and analysis of the origins, goals, organization, practices and significance of contemporary Muslim reformist and revivalist trends and movements in the Middle East and North Africa. Cases studied include Algeria, Egypt, Iran, Morocco, Tunisia and Turkey.

Prerequisite: Open to juniors and seniors and by permission of the instructor.

Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

REL 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall Spring

Unit: 1.0

HEBR 101-102 Elementary Hebrew (see Jewish Studies)

HEBR 201-202 Intermediate Hebrew (see Jewish Studies)

Related Courses

Attention Called

AFR 242 New World Afro-Atlantic Religions

CLCV 104 Classical Mythology

CLCV 236/336 Greek and Roman Religion

HEBR 101-102 Elementary Hebrew

HEBR 201-202 Intermediate Hebrew

HIST 217 The Making of European Jewry 1085-1815

HIST 218 Jews in the Modern World 1815-Present

HIST 219 The Jews of Spain and the Lands of Islam

HIST 326 Seminar. American Jewish History

HIST 328 Anti-Semitism in Historical Perspective

ME/R 249 Imagining the Afterlife

Directions for Election

In a liberal arts college, the study of religion constitutes an integral part of the humanities and social sciences. Recognizing religion as an elemental expression of human life and culture, past and present, the department offers courses in the major religious traditions of the world. These courses examine both the individual and the collective dimensions of religion and approach their subject from a variety of perspectives including historical and textual, theological and social scientific.

The major consists of a minimum of nine (9) 1.0 unit courses, at least two of which must be at the 300 level. It requires both a concentration in a specific field of study and adequate exposure to the diversity of the world's religions and cultures. To ensure depth, a major must present a concentration of at least four courses in an area of study that she has chosen in consultation with and with the approval of her departmental advisor. This concentration may be defined by, for example, a particular religion, cultural-geographical area, canon, period of time, or theme. To promote breadth, a major must complete a minimum of two courses devoted to religious cultures or traditions that are distinct both from each other and from the area of concentration; again, she must gain the approval of her faculty advisor. All majors are urged to discuss their courses of study with their advisors before the end of the first semester of their junior year.

The minor consists of a minimum of five (5) courses, including at least one seminar and no more than two 100-level courses. Three of the five courses, including a seminar, should be within an area of concentration chosen by the student in consultation with and with the approval of her departmental advisor.

For some students, studies in the original language of religious traditions will be especially valuable. Hebrew and New Testament Greek are available. Religion 298 (New Testament Greek) and more advanced courses in Hebrew can be credited toward both the major and the minor. Latin, Chinese, and Japanese are available elsewhere in the College; majors interested in pursuing language study should consult their advisors to determine the appropriateness of such work for their programs. Only the 200-level year of Hebrew can be credited towards the department major or minor.

Department of Russian

Assistant Professor: *Hodge (Acting Chair), Weiner*

Lecturer: *Semeka-Pankratov*

Language Instructor: *Epsteyn*

All courses in the Russian Department (with the exception of 101, 102, 250, 250H, 350, 350H, 360, 370) fulfill the Group A distribution requirement.

RUSS 101-102 Elementary Russian

Hodge

Complete introduction to Russian grammar through oral and written exercises; reading of short stories; special emphasis on oral expression; multimedia computer exercises. 101 may be taken during Wintersession. *Each semester earns 1.25 units of credit; however, both semesters must be completed satisfactorily to receive credit for either course. Five periods.*

Prerequisite: None

Distribution: None

Semester: Fall, Spring

Unit: 1.25

RUSS 201-202 Intermediate Russian

Weiner

Conversation, composition, reading, comprehensive review of grammar. *Each semester earns 1.25 units of credit; however, both semesters must be completed satisfactorily to receive credit for either course. Five periods.*

Prerequisite: 101-102 or the equivalent.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.25

RUSS 250 Research or Individual Study

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

RUSS 250H Research or Individual Study

Prerequisite: Open by permission to qualified students.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

RUSS 251 The Nineteenth-Century Russian Classics: Passion, Pain, Perfection

Hodge

An English-language survey of Russian fiction from the Age of Pushkin (1820s-1830s) to Tolstoy's mature work (1870s) focusing on the role of fiction in Russian history, contemporaneous critical reaction, literary movements in Russia, and echoes of Russian literary masterpieces in the other arts, especially film and music. Major works by Pushkin (*Eugene Onegin*, "The Queen of Spades"), Lermontov (*A Hero of Our Time*), Gogol (*Dead Souls*, "The Overcoat"), Pavlova (*A Double Life*), Turgenev (*Fathers and Sons*), Tolstoy (*Anna Karenina*) and Dostoevsky (*Crime and Punishment*) will be read. *Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

RUSS 252 Russian Modernism: Explosion of Matter and Mind

Weiner

This course traces the decay of nineteenth-century realist prose, the ascent of impressionistic, decadent and symbolist writings of the turn of the century, the experiments in ornamental prose of the twenties, the late modernist novels of the thirties, the post-war "Thaw" literature, and the works of samizdat novelists in exile. The literary reflection of the monumental changes taking place in Russia—the Revolt of 1905, War Communism, the New Economic Policy, the Stalinist Purges—will be examined throughout the course. Students will read a selection of Chekhov's short stories, Sologub's *The Petty Demon*, Bunin's "Dry Valley," Bely's *Petersburg*, Zamiatin's *We*, Olesha's *Envy*, Gladkov's *Cement*, Platonov's *The Foundation Pit*, Bulgakov's *The Master and Margarita*. *Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

RUSS 253 Russian Drama

Semeka-Pankratov

NOT OFFERED IN 1998–99. A study of Russian theater from the late eighteenth century to the Soviet period. Students will read and analyze the classics of the Russian stage, including works by Fonvizin, Griboedov, Pushkin, Gogol, Ostrovsky, Chekhov, and Maiakovsky. The profoundly influential works on dramatic theory and stage practice by such directors as

Nemirovich-Danchenko, Stanislavsky, and Meyerhold will also be examined. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

RUSS 254 Russian Folklore

Semeka-Pankratov

A study of the religion and art of the Russian folk (narod)—Russia's unofficial, underground culture. We will investigate how such concepts as religion, myth and ritual and such disciplines as formalism, structuralism, semiotics and cultural anthropology may be fruitfully applied to the body of Russian folk literature. Students will also study the interaction between "high" and folk culture, learning to appreciate in particular the folkloric roots of many of the most celebrated works of the Russian literary establishment. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

RUSS 255 Seven Decades of Soviet and Russian Cinema

Hodge

NOT OFFERED IN 1998–99. The masterpieces of Russian film from the 1920s to the 1990s will be screened, analyzed, and discussed. Students will explore the famous techniques and themes developed by legendary Russian/Soviet filmmakers, including Eisenstein, Dovzhenko, the Vasiliev brothers, Chukhrai, Kozintsev, Tarkovsky, Mikhalkov-Konchalovsky, Abuladze, and Mikhalkov. We will interpret these films in their harrowing political contexts, explore the movie music of Prokofiev and Shostakovich, and trace the influence of Soviet film on the work of U.S. directors. Guest lecturers will comment on specific issues. *Two periods. Taught in English.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: N/O

Unit: 1.0

RUSS 271 Russia's "Golden Age"

Hodge

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. An examination of Russia's most celebrated artistic efflorescence, which took place roughly from the 1810s through the 1840s. Students will explore Russian Sentimentalism and Romanticism by scrutinizing the works of

Pushkin and his literary benefactors (Derzhavin, Karamzin, Zhukovsky) and heirs (Durova, Baratynsky, Delvig, Gogol, Lermontov) against the backdrop of Russian music (Aliabiev, Glinka, Dargomyzhsky) and art (Kiprensky, Tropinin, Briullov). Reading and discussion of literary texts will be supplemented by frequent presentations of films, music and the graphic arts. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O . Offered in 1999–2000. Unit: 1.0

RUSS 272 Politically Correct: Ideology and the Nineteenth-Century Russian Novel

Hodge

Is there a “politically correct” set of responses for artists active under a repressive regime? We examine various Russian answers to this question through an intensive analysis of the great ideological novels at the center of Russia’s historical social debates from the 1840s through the 1860s. The tension between literary Realism and political exigency will be explored in the fictional and critical works of Herzen, Turgenev, Chernyshevsky, Goncharov, Dobroliubov, Dostoevsky, and Pisarev. Representative works from the non-literary arts will supplement reading and class discussion. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: Spring Unit: 1.0

RUSS 276 Fedor Dostoevsky: The Seer of Spirit

Weiner

NOT OFFERED IN 1998–99. OFFERED IN 1999–2000. Probably no writer has been so detested and adored, so demonized and deified, as Dostoevsky. This artist was such a visionary that he had to reinvent the novel in order to create a form suitable for his insights into the inner life and his prophecies about the outer. To this day readers are mystified, outraged, enchanted, but never unmoved, by Dostoevsky’s fiction, which some have tried to brand as “novel-tragedies,” “romantic realism,” “polyphonic novels,” and more. This course challenges students to enter the fray and explore the mysteries of Dostoevsky themselves through study of his major writings. *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: N/O. Offered in 1999–2000. Unit: 1.0

RUSS 286 Vladimir Nabokov

Weiner

An examination of the artistic legacy of the great novelist, critic, lepidopterist and founder of the Wellesley College Russian Department. Nabokov’s works have joined the canon of twentieth-century classics in both Russian and English literature. Students will explore Nabokov’s English-language novels (*Lolita*, *Invitation to a Beheading*) and the authorized English translations of his Russian works (*The Defense*, *Despair*, *Invitation to a Beheading*). *Taught in English. Two periods.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall Unit: 1.0

RUSS 301 Advanced Russian

Semek-Pankratov, Epsteyn

Students will learn to distinguish and master the many styles of written and spoken Russian: biblical, folkloric, nineteenth-century literary prose, bureaucratese, scholarly prose, legalese, epistolary, and journalistic. The course includes a study of the subtleties of syntax and vocabulary in literary and other genres through extensive analytic reading of stories, folk tales, folk songs, newspaper articles, letters, and official documents. Students practice analyzing and imitating the various styles of written Russian. *Classes are conducted in Russian and oral proficiency is stressed. Three periods.*

Prerequisite: 201-202 or the equivalent.

Distribution: Language and Literature

Semester: Fall Unit: 1.0

RUSS 302 Advanced Russian

Semek-Pankratov, Epsteyn

A continuation of the stylistic analysis begun in 301, with more attention paid to twentieth-century writing. Students will read experimental literary prose as well as important official documents such as the constitutions of the USSR and Russian Federation. *Classes are conducted in Russian and oral proficiency is stressed. Three periods.*

Prerequisite: 301 or the equivalent.

Distribution: Language and Literature

Semester: Spring Unit: 1.0

RUSS 303 Advanced Conversation and Composition I

Semek-Pankratov, Epsteyn

Students will read prose and poetry from a wide variety of sources and periods. Oral proficiency, reading comprehension, and writing will be stressed as students hone the advanced skills learned in 302. *Classes are conducted in Russian. Three periods.*

Prerequisite: 302 or the equivalent.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

RUSS 304 Advanced Conversation and Composition II

Semeka-Pankratov, Epsteyn

A continuation of Russian 303. The most advanced concepts in Russian grammar will be explored through student readings, performances, recitations and essays. Oral proficiency, reading comprehension, and writing will be stressed. *Classes are conducted in Russian. Three periods.*

Prerequisite: 302 or the equivalent.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

RUSS 350 Research or Individual Study

Prerequisite: Open by permission to qualified students.
Distribution: None
Semester: Fall, Spring Unit: 1.0

RUSS 350H Research or Individual Study

Prerequisite: Open by permission to qualified students.
Distribution: None
Semester: Fall, Spring Unit: 0.5

RUSS 353 Special Topics in Russian Drama (in Russian)

Semeka-Pankratov

NOT OFFERED IN 1998-99. A Russian-language course designed to supplement 253 above, though 353 may be taken independently. Students will read, discuss, and perform, in Russian, scenes from important nineteenth- and twentieth-century plays. *One period.*

Prerequisite: Prerequisite or corequisite: 301 or 302.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 0.5

RUSS 354 Special Topics in Russian Folklore (in Russian)

Semeka-Pankratov

A Russian-language course designed to supplement 254 above, though 354 may be taken independently. Students will read and discuss, in Russian, excerpts from major folkloric sources. *One Period.*

Prerequisite: Prerequisite or corequisite: 301 or 302.
Distribution: Language and Literature
Semester: Fall Unit: 0.5

RUSS 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

RUSS 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

RUSS 371 Poetry of Russia's "Golden Age" (in Russian)

Hodge

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. A Russian-language course designed to supplement 271 above, though 371 may be taken independently. Students will read and discuss, in Russian, lyric and narrative poetry from the 1810s to the 1840s. *One period.*

Prerequisite: Prerequisite or corequisite: 301 or 302.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O. Offered in 1999-2000. Unit: 0.5

RUSS 372 Politically Correct: Russian Poetry of the Mid-Nineteenth Century (in Russian)

Hodge

A Russian-language course designed to supplement 272 above, though 372 may be taken independently. Students will read and discuss, in Russian, lyric and narrative poetry from the 1840s to the 1860s. *One period.*

Prerequisite: Prerequisite or corequisite: 301 or 302.
Distribution: Language and Literature
Semester: Spring Unit: 0.5

RUSS 376 Fedor Dostoevsky's Short Stories (in Russian)

Weiner

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. A Russian-language course designed to supplement 276 above, though 376 may be taken independently. Students will read and discuss, in Russian, major short works by Dostoevsky. *One period.*

Prerequisite: Prerequisite or corequisite: 301 or 302.
Distribution: Language and Literature
Semester: N/O. Offered in 1999-2000. Unit: 0.5

RUSS 386 Vladimir Nabokov's Short Stories (in Russian)

Weiner

A Russian-language course designed to supplement 286 above, though 386 may be taken independently. Students will read and discuss, in Russian, major short works by Nabokov. *One period.*

Prerequisite: Prerequisite or corequisite: 301 or 302.
Distribution: Language and Literature
Semester: Fall Unit: 0.5

Directions for Election

Students majoring in Russian should consult the Chair of the department early in their college career. For information on all facets of the Russian Department, please visit www.wellesley.edu/Russian/rusdept.html.

Each course in the 101-102 and 201-202 sequences meets for five seventy-minute sessions each week and earns 1.25 units of credit. Students who cannot take 101 during the fall semester are strongly encouraged to take 101 during Wintersession; those interested in doing so should consult the Chair early in the fall term.

Advanced courses on Russian literature and culture are given in English translation at the 200-level above 252, with corresponding 300-level courses offered with supplemental reading and discussion in Russian; please refer to the descriptions for 353, 354, 371, 372, 376, and 386 above.

The Major in Russian Language and Literature

A student majoring in Russian must take at least eight (8) units in the department. 101 and 102 are counted toward the degree but not toward the major. Students who intend to major in Russian are expected to take

- 1) either 251 or 252, but are strongly encouraged to take both; and
- 2) two 200-level courses above 252; and
- 3) two units of 300-level coursework above 302 other than 360 and 370.

Thus, a student who begins with no knowledge of Russian would typically complete the following courses to major in Russian: 101-102, 201-202, 301-302; 251 and 252; two 200-level literature courses above 252; and two units from either 300-level literature courses, or 303-304, or both.

The Minor in Russian Language

A student minoring in Russian must take at least five (5) units in the department above Russian 102, at least one of which must be at the 300-level.

Honors, Study Abroad, Careers

Students may graduate with Honors in Russian either by writing a thesis or taking comprehensive examinations. Students who wish to attempt either Honors exercise should consult the Chair early in the second semester of their junior year.

Majors are encouraged to enroll in summer language programs to accelerate their progress in the language. Credit toward the major is normally given for approved summer or academic-year study at selected institutions in the U.S. and Russia. Major credit is also given for approved Junior Year Abroad programs.

Following the demise of the Soviet regime, opportunities for employment either in or concerning Russia have become more numerous than ever before. The Russian Department actively maintains an extensive network of past majors working in Russia-related careers (academia, diplomacy, international law, international business, government, etc.) who can advise and assist current majors.

Students interested in an interdepartmental major in Russian Area Studies are referred to the section of the catalog where Interdepartmental Programs are described and should visit the Russian Area Studies web pages at www.wellesley.edu/Russian/RAS/rashome.html. Attention is called to Russian Area Studies courses in History, Economics, Political Science, Anthropology, and Sociology.

Department of Sociology

Professor: *Cuba, Imber^{AS}, Silbey (Chair), Walsh*

Associate Professor: *Cushman*

Assistant Professor: *Levitt, Wilder*

Instructor: *Johnson*

Mellon Postdoctoral Fellow in Geography:

Knowles

All courses in the Sociology Department (with the exception of 250, 250H, 350, 350H, 360, 370) fulfill the Group B² distribution requirement.

SOC 102 Sociological Perspective: An Introduction to Sociology

Cushman

An introduction to the discipline of sociology, including its history, central concepts and theoretical perspectives, and methods. Topics include the analysis of the relation between self and society, the formation of social identities, variations among human societies and cultures, the meaning of community, deviance and social control, the evolution and differentiation of societies, and patterns of racial, gender and class stratification. Attention is given to social institutions (such as religion, the family, science, law, economics, and education), and the defining characteristics of modern societies (such as the growth of technology and bureaucracy).

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

SOC 103 Social Problems: An Introduction to Sociology

NOT OFFERED IN 1998–99. An analysis of how behaviors and situations become defined as social problems, those aspects of life that are said to undermine the social order. Attention to contemporary and cross-cultural issues. Topics include: alcohol and drug abuse, gambling, gun control, crime, homelessness, and teenage pregnancy.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

SOC 104 Screening the Twentieth Century

Johnson

An introduction to the study of the U.S. social life and culture through investigation of the impact and significance of film as a technology

and as a social institution. Topics will include: film technology's links to perceptual effects associated with "modernity"; the development of the feature film as an industrial product for mass audiences; the importance of the cinema as a form of entertainment that organizes social formations, in particular the youth audience; and the use of film as a medium of communication for ideological and propagandistic purposes. Because this is a new First Year course, much time will be spent on developing critical, analytical, and research skills. Students will work on projects individually and collectively. Open to first-year students only. Includes a third meeting.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

SOC 138 The Social Construction of Conformity and Deviance: An Introduction to Sociology

Silbey

Why are some behaviors, differences, and people stigmatized and considered "deviant" while others are not? Why do some people appear to conform to social expectations and rules while others are treated as different and deviant? This course examines theoretical perspectives on deviance which offer several answers to these questions. It focuses on the creation of deviance as an interactive process: how people enter deviant roles and worlds, how others respond to deviance, and how deviants cope with these responses. It describes conformity and deviance as inescapably linked; to understand deviance, we must discover the forms and conditions of conformity.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

SOC 140 Geography and Society

Knowles

Geography is much more than knowing the capital of Uzbekistan. This course explores the basic geographic concepts of space, place, territory and boundaries, and scale as ways to understand humans' impact upon the physical world and the influence of real and imagined environments upon society. It also looks at mapping and landscape study as visual ways of knowing. Throughout the course, students will learn and apply basic statistical measures and explore the graphic representation of quantitative data. The goal of the course is to provide the tools for applying geographic concepts and visualization techniques to social science, humanities, and physical science courses.

Prerequisite: None
Distribution: Social and Behavioral Analysis.
Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Fall

Unit: 1.0

QR 199 Introduction to Social Science Data Analysis

Wilder, Fastnow (Political Science), Morrison (Economics), Case (Economics)

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand society and human behavior. Using examples drawn from the fields of economics, political science, and sociology, this course focuses on basic concepts in statistics and probability, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. The course is team-taught by instructors in different social science disciplines and draws on everyday applications of statistics and data analysis in an interdisciplinary context. *Students must register for a laboratory section which meets an additional 70 minutes each week. Not open to students who have taken ECON 199/POL 199/SOC 199.*

Prerequisite: None. Required of all Sociology majors. For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement. Distribution: Social and Behavioral Analysis. Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring

Unit: 1.0

SOC 200 Classical Sociological Theory

Imber

Systematic analysis of the intellectual roots and the development of major sociological themes and theoretical positions from the Enlightenment to the present.

Prerequisite: One Grade I unit. Required of all majors. Distribution: Social and Behavioral Analysis
Semester: Fall

Unit: 1.0

SOC 201 Contemporary Social Theory

Cushman

A comprehensive overview of social theories important in the twentieth century. The course examines primary texts representative of both microsociological and macrosociological approaches to social life, including phenomenology, ethnomethodology, dramaturgical analysis, symbolic interaction, structuralism, structural functionalism, conflict theory, class analysis, critical theory, and post-modern theory.

Prerequisite: 200. Required of all majors. Distribution: Social and Behavioral Analysis
Semester: Spring

Unit: 1.0

SOC 203/AFR 203 Introduction to Afro-American Sociology

NOT OFFERED IN 1998–99. This course is an introduction to the African-American intellectual tradition within the discipline of sociology. Secondly, the course will examine aspects of the African-American community in the United States. Beginning with an historical overview of African-Americans in sociology, the course then focuses on some of the major discussions in African-American sociology today: the black family, social change, class and race, and theory formation. *Students may register for either SOC 203 or AFR 203. Credit will be given in the department in which the student is registered.*

Prerequisite: 102 or by permission of the instructor. Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

SOC 204/AFR 204 Third World Urbanization *Steady*

This course is a historical and comparative examination of urban development in Africa, the Middle East, Latin America and Asia. Beginning with the origins of cities in Mesopotamia, Northeastern Africa, India, China and Central America, the course then focuses on the socioeconomic structure of pre-industrial cities and the later impact of colonialism, concluding with an examination of contemporary issues of Third World cities. *Students may register for either SOC 204 or AFR 204. Credit will be given in the department in which the student is registered.*

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

SOC 206/AFR 208 Women in the Civil Rights Movement

Staff

An examination of the role of women in the "classical" Civil Rights Movement (i.e., from the Montgomery Bus Boycotts in 1955 to the passage of the Voting Rights Act in 1965). Particular attention will be paid to the interplay between the social factors of the women (e.g., their class, religion, race, regional background and age) and their attitudes and behavior within the Movement. Essentially, women's impact on the Civil Rights Movement and the effects of the Movement on the women involved are the foci of this course. *Students may register for either SOC 206 or AFR 208. Credit will be given in the department in which the student is registered.*

Prerequisite: Open to all students except those who have taken Africana Studies 3111.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

SOC 207 Criminology

NOT OFFERED IN 1998–99. Systematic examination of the meaning of crime and reactions to crime. Topics include: theories regarding the causes of crime, nature and origins of criminal laws, extent and distribution of criminal behavior, societal reaction to crime through the criminal justice system, penology and corrections. Attention to the relationships among crime, punishment and justice.

Prerequisite: One Grade I unit or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 209 Social Inequality

Wilder

This course examines social inequality, primarily in the United States. In addition to current data on inequality, we will consider historical changes in the nature of inequality in America, theoretical explanations of why inequality exists and why it has taken the form it has, and policy proposals for creating a more equal society. The three factors which most directly affect a person's life chances—class, race and gender—will be examined throughout the semester.

Prerequisite: One Grade I unit or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 210 Race and Ethnicity

Levitt

America is a nation of immigrants, but the experiences of those arriving from different shores have varied dramatically. This course examines ethnic, racial, and minority relations from a comparative and historical perspective. Beginning with an exploration of the meaning of race and ethnicity, the course will then focus on frameworks used to study group relations: class, power, discrimination. The experience of various groups will be examined, focusing on issues of pan-ethnicity, heterogeneity within minority groups (Hispanics, Asian Americans, Black Americans), and the development of "white" ethnicity.

Prerequisite: One Grade I unit or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 211 Society and Culture in Latin America

Levitt

A broad overview of Latin American cultures and societies. Focuses on the history of the region; its political, religious, social and cultural institutions; and on how social life varies by race, class and gender. Discussion of how well social science concepts and theories developed by North American and European scholars help us to understand other parts of the world.

Prerequisite: One Grade I unit or by permission of the instructor.
Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 214 Birth, Death, and Migration: Population Dynamics

Wilder

An introduction to the sociological study of population variation and change in human societies. The course covers both the historical and contemporary patterns of demographic change in developed and developing countries. Class discussions focus on the relationship between the principal components of populations—births, deaths, and migration—and social, economic, political, and geographic factors. Specific attention is given to the interactions among populations and technology, the environment, family structure, gender roles, and social inequality.

Prerequisite: One Grade I unit or by permission of the instructor. Not open to students who have previously taken SOC 110.
Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 215 Sociology of Popular Culture

Johnson

An examination of the expression, production, and consequences of various forms of popular culture in comparative-historical and contemporary social contexts. Analysis of the relation between social class and popular culture in history, the production, meaning, and consumption of popular culture in contemporary societies, and the global diffusion of American popular culture in the modern world-system.

Prerequisite: One Grade I unit or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video or Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 216 Sociology of Mass Media and Communications

Johnson

An analysis of the interplay between social forces, media, and communication processes in contemporary society. Focus on the significance of historical changes from oral to written communication, the development and structure of modern forms of mass media such as radio and television, the political economy of the mass media, the rise of advertising and development of consumer culture, the role of the mass media in the formation of cultural representations of other societies and cultures, and the role of the media in the process of identity formation. Discussions also address the social implications of new communication technologies and the role of the media in the democratic process. Students will be expected to use new computer technologies to analyze mass media.

Prerequisite: One Grade I unit or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

SOC 217 Power: Personal, Social, and Institutional Dimensions

NOT OFFERED IN 1998-99. The study of power extends far beyond formal politics or the use of overt force into the operation of every institution and every life: how we are influenced in subtle ways by the people around us, who makes controlling decisions in the family, how people get ahead at work, whether democratic governments, in fact, reflect the "will of the people." This course explores some of the major theoretical issues involving power (including the nature of dominant and subordinate relationships and types of legitimate authority) and examines how power operates in a variety of social settings: relations among men and women, professions, corporations, cooperatives, communes, nations and the global economy.

Prerequisite: One Grade I unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

SOC 221 Sociology of Development

Levitt

An examination of the social aspects of international development. What kinds of social institutions, values and relationships are most conducive to social change? What are the costs and benefits of modernization and progress? We

begin with an historical overview of the field. We consider how to define development and review recent approaches to its achievement. We then take one "image of development," that of improved organizational performance, and explore the social conditions making that possible. We conclude by looking briefly at mechanisms of change and at the political economy of development projects and policy reform. Lectures will draw heavily on research from Latin America.

Prerequisite: One Grade I unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

SOC 250 Research or Individual Study

Prerequisite: By permission of instructor.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

SOC 250H Research or Individual Study

Prerequisite: By permission of instructor.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

SOC 290/ARTH 290 Propaganda and Persuasion in the Twentieth Century

Cushman

A comparative historical analysis of propaganda and strategies of persuasion in twentieth-century national and social movements, and in social institutions. Cases to be examined include the United States during World War I, Nazi Germany, the Soviet Union, Cold War propaganda, the former Yugoslavia, museums, mass media institutions and advertising, the anti-gun control lobby. Students will use computer technologies to prepare analyses of visual and textual media. Enrollment limited to 25 students.

Prerequisite: None. Preference given to juniors and seniors. Students who have previously taken EXT D 299 may not enroll in this course.

Distribution: Arts, Music, Theatre, Film, Video or Social and Behavioral Analysis

Semester: Spring

Unit: 1.0

SOC 300 Methods of Social Research I

Silbey

This is the first of a two course sequence. Using classic examples of social research as models, this course provides an overview of several research methods used in sociology (but also in other social sciences, and policy analysis). Students will explore and practice ways of collecting and analyzing qualitative data including ethnographic

fieldwork, participant observation, interviewing and content analysis. Discussion sessions and field exercises will also explore the logic of empirical social science; ethical issues and politics of social research; issues of research design, causation, and explanation; issues of conceptualization and measurement; structured and unstructured interviewing; and focus groups. Students may take the fall semester without enrolling for the spring, although both courses are required for Sociology majors.

Prerequisite: One unit of Sociology, or another course in social and behavioral analysis (SBA). Students should have completed QR 199 before or during the semester they are enrolled in SOC 300. Required of all Sociology majors.

Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 301 Methods of Social Research II

Silbey

The second semester of this two course sequence focuses on quantitative methods of data collection and analysis. Beginning with modes of data presentation, students will practice with existing data sets to describe and explain social variation in different populations. Building on this extension of basic statistics (QR 199), this course will be devoted primarily to an examination of the logic of survey analysis from the development of hypotheses and construction of a survey instrument to the analysis and reporting of results. Discussion sessions and exercises will address issues of sampling, validity and reliability; models of causation and elaboration; data coding, cleaning and analysis. The course will also review multiple methods of research, content analysis, triangulation, and case studies.

Prerequisite: QR 199, SOC 300, or by permission of the instructor. Required of all Sociology majors.

Distribution: Social and Behavioral Analysis.
Fulfills the Quantitative Reasoning overlay course requirement.
Semester: Spring Unit: 1.0

SOC 314 Medical Sociology and Social Epidemiology

NOT OFFERED IN 1998–99. Definition, incidence and treatment of health disorders. Topics include: differential availability of health care; social organization of health delivery systems; role behavior of patients, professional staff and others; attitudes toward terminally ill and dying; movements for alternative health care.

Prerequisite: One Grade II unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis
Semester: N/O Unit: 1.0

SOC 316 Migration and Transnationalism: A Research Seminar

Levitt

Though it has long been assumed that most migrants eventually integrate into the U.S. and sever their homeland ties, recent studies suggest that some groups remain active in the countries they come from and those they enter. They become transnational actors who keep “feet in both worlds.” In this seminar, we will conduct research on how migrants actually participate in two settings. We will focus on the second generation or the experiences of the children of immigrants. As a class, we will devise a questionnaire, conduct interviews, analyze data, and devise theories that explain our findings

Prerequisite: One Grade II unit or by permission of instructor.

Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 325 Seminar: The Sociology of Evil

Cushman

An examination of the contribution of sociology to the understanding of the problem of evil. Focus on defining and studying evil as a social phenomenon; the social construction of evil in comparative-historical perspective; modernity theory and evil; postmodern social theory and evil; personal and institutional indifference to evil. Comparative examination of case studies of genocide, torture, and forms of personal and institutional cruelty in the twentieth century.

Prerequisite: 102, 103, 138, 201, 290, or EXTD 299.

Open to juniors and seniors only. Application for admission to the seminar is required. Students without the prerequisites in Sociology but with background in religion, philosophy or history are encouraged to apply.

Distribution: Social and Behavioral Analysis
Semester: Fall Unit: 1.0

SOC 326 Seminar: The Sociology of Human Reproduction

Wilder

An examination of theories of fertility change and the contribution of family planning programs and economic development to fertility transitions. Reproductive behavior within the context of women's social status. Demographic techniques for measuring fertility and population change. Empirical focus on historical and Western populations, as well as less developed societies.

Prerequisite: One Grade II unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis
Semester: Spring Unit: 1.0

SOC 333 Seminar: Special Topics in Popular Culture: Pornography in Modern Society*Johnson*

Sociological and historical perspectives on the nature and uses of pornography. Examination of public debates about the role of pornography in representing human sexuality. Liberal- and radical-feminist debates about free-speech and about the causes of violence in society. The idea of pornography viewed in terms of its cultural representations in film and other media. *Open to juniors and seniors.*

Prerequisite: 215, 216 or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Spring Unit: 1.0

SOC 338 Seminar. Topics in Deviance, Law and Social Control

NOT OFFERED IN 1998-99.

Prerequisite: One Grade II unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O Unit: 1.0

SOC 349 Professions and Professional Ethics
Imber

An examination of the social and cultural forces that lead to the creation of professions. What types of work are regarded as professions? What types of ethical obligations pertain to work defined as professional? What does it mean to be a professional? An overview of the rise of modern professional organizations, including law and medicine.

Prerequisite: One Grade II unit or by permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: Fall Unit: 1.0

SOC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring Unit: 1.0

SOC 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring Unit: 0.5

SOC 360 Senior Thesis Research

Students must complete all major requirements prior to enrolling. Students are encouraged to take SOC 350, Research or Individual Study, with an instructor of their choice in preparation for thesis work.

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring Unit: 1.0

SOC 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Toward the Major

AFR 305 African-American Feminism

EXTD 103 Introduction to Reproductive Issues

EXTD 203 Ethical and Social Issues in Genetics

HIST 369 Mapping the Past

Directions for Election

Sociology studies human interaction and how people collectively give meaning to their behavior and lives. The scope of sociology - human social life, groups, and societies - is extremely broad, ranging from the analysis of passing encounters between individuals in the street to the investigation of global change. Sociology examines systematically those patterns of interactions that are regularly and continuously repeated and reproduced across time and space, such as families, formal organizations, or legal systems. This exploration is conducted across many cultures and historical periods describing how social forces (class, gender, race, age, culture) shape individual experience. Sociology seeks to explain how those patterned variations are humanly created and how the humanly-made world comes to appear as natural and independent of human action. In all sociological investigations, explicit attention is paid to the theoretical development of a shared language and to methods of data collection and analysis.

A major in Sociology consists of at least nine (9) units. The core of the major consists of five required courses (QR 199, SOC 200, 201, 300, 301) which emphasize basic concepts, theory, and research methods that are the foundation of Sociology, but also useful in a range of social sciences and professions. Permission to take a required unit elsewhere for the major must be obtained from the department chair in advance. Students must take at least four additional units exploring the range of substantive topics in sociology (for example demography, social problems, immigration, social change and development, race and ethnicity, medicine and epidemiology, science and technology, mass media and popular culture, deviance, criminology, and law).

Choosing courses to complete the degree and the major requires careful thought and planning. Sociology majors are encouraged to explore the full range of disciplines and subjects in the liberal arts, and they should consult a faculty member to select courses each term and to plan a course of study over several years. It is recommended that students complete the sequence of theory and methods courses by the end of their junior year in order to conduct independent research and honors projects during their senior year. If a major anticipates being away during all or part of the junior year, the theory (SOC 200 and 201) and research methods sequence (SOC 300 and 301) should be taken during the sophomore year.

A minor in sociology (6 units) consists of: any Grade I unit, Sociology 200 and 4 additional units, one of which must be a Grade III unit. The plan for this option should be carefully prepared; a student wishing to add the sociology minor to the major in another field should consult a faculty advisor in sociology.

Department of Spanish

Professor: Agosin (*Chair*), Gascón-Vera^A, Roses^A

Visiting Professor: Pizarro

Associate Professor: Vega^A

Assistant Professor: Ramos, Webster

Visiting Assistant Professor: Coll-Tellechea, Darer

Visiting Instructor: Kim, Torreguitar

Senior Lecturer: Hall

Lecturer: Renjilian-Burget

Courses are normally conducted in Spanish; oral expression is stressed.

The department reserves the right to place new students in the courses for which they seem best prepared regardless of the number of units they have offered for admission.

Courses 101-102 [100] and 201-202 [102] are counted toward the degree but not toward the major.

Qualified juniors are encouraged to spend a semester or a year in a Spanish speaking country, either with Wellesley's PRESHCO program in Córdoba, Spain, or another approved program. See p. . To be eligible for study in Córdoba for one or two semesters in Wellesley's "Programa de Estudios Hispánicos en Córdoba" (PRESHCO), a student must be enrolled in 241 [201] or higher level language or literature course the previous semester.

All courses in the Spanish Department (with the exception of 350, 360, 370) fulfill the Group A distribution requirement.

SPAN 101-102 Elementary Spanish

Staff

Introduction to spoken and written Spanish; stress on interactive approach. Extensive and varied activities. Oral presentations. Cultural readings and recordings. Media laboratory exercises. Three periods. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Open to all students who do not present Spanish for admission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

SPAN 201-202 Intermediate Spanish

Staff

Intensive review of all language skills and introduction to the art, literature and cultures of Spain and Latin America. Emphasis on oral and written expression and critical analysis. Media laboratory exercises. Three periods. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: Two admission units in Spanish or 101-102.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

SPAN 241 Oral and Written Communication

Renjilian-Burgy and Staff

Practice in oral and written expression at the advanced level. Through frequent oral presentations, essays, readings on Hispanic cultures, and the study of audio and videotapes, students develop the ability to use idiomatic Spanish comfortably in various situations. Students will also work in Spanish with Internet resources, CD-Rom and Hypertext. Two periods per week.

Prerequisite: 201-202 or four admission units or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

SPAN 242 Linguistic and Literary Skills

Renjilian-Burgy and Staff

A course to serve as a transition between language study and literary analysis; speaking and writing organized around interpretations of different genres by modern Hispanic authors; creative writing; oral presentations on current events relating to Spain and Latin America; a review, at the advanced level, of selected problems in Spanish structure. Two periods.

Prerequisite: Open to students presenting three admission units or permission of the instructor.

Distribution: Language and Literature

Semester: Fall, Spring

Unit: 1.0

SPAN 243 Spanish for Spanish Speakers

NOT OFFERED IN 1998-99. Review of spoken and written Spanish for native and near-native students who are already conversant in Spanish, but who have not engaged in extensive formal language study. Readings will be taken primarily from Latino writers and texts dealing with Latino experiences in the US. Emphasis will be placed on revision of written work, and syntactical and grammatical analysis.

Prerequisite: Permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

SPAN 245 Texts of Desire: Latino/a Writing and Performance

NOT OFFERED IN 1998-99. Analyses of selected written and performance texts by Latino/a artists, with particular focus on the intersection of categories of race/ethnicity and sexuality. Areas of focus include the construction of Latino literary canon; bilingual/bicultural literature; essentialist/constructionist debates and literary analysis; Latinas and the creation of Third World Feminism; and cultural theories of desire. Authors, performance artists and filmmakers include Luis Alfaro, Gloria Anzaldúa, Reinaldo Arenas, Ana Castillo, Sandra Cisneros, Arturo Islas, Cherríe Moraga, Miguel Muñoz, Frances Negrón-Muntaner, Richard Rodríguez, Ela Troyano and Alma Villanueva. *Taught in English. Reading knowledge of Spanish helpful.*

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

SPAN 251 Freedom and Repression in Latin American Literature

Webster

An introduction to the literature of the Latin American countries with special focus on the tension between literary expression and the limiting forces of authoritarianism. The constant struggle between the writer and society and the outcome of that struggle will be examined and discussed. Close reading of poetry, chronicles, essay and drama. El Inca Garcilaso, Sor Juana Inés de la Cruz, Rubén Darío, Gabriela Mistral, Pablo Neruda, Octavio Paz.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

SPAN 252 Christians, Jews, and Moors: The Spirit of Spain in its Literature

Kim

Intensive study of writers and masterpieces that establish Spanish identity and create the traditions that Spain has given to the world: *Poema del Cid*, Maimónides, Ben Sahl de Sevilla, *La Celestina*, *Lazarillo de Tormes*, Garcilaso, Fray Luis de León, Cervantes, Lope de Vega, San Juan de la Cruz, Calderón de la Barca.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

SPAN 253 The Latin American Short Story

Roses

NOT OFFERED IN 1998–99. In-depth analysis of realistic and fantastic short stories of contemporary Latin America, including stories by Horacio Quiroga, Jorge Luis Borges, Julio Cortázar, Manuel Rojas, Mar'a Luisa Bombal, Juan Rulfo, Gabriel Garc'a Márquez, and Elena Poniatowska. Special emphasis on the emergence of women as characters and as authors.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 254 Censorship and Creativity in Spain (1936 to 1987)

Gascón-Vera

NOT OFFERED IN 1998–99. A study of the struggle for self-expression in Franco's Spain and the transition from dictatorship to democracy. Special attention will be devoted to the literature of the Civil War and exile. Authors include Mercè Rodoreda, Camilo J. Cela, and Eduardo Mendoza.

Prerequisite: None
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 255 Chicano Literature: From the Chronicles to the Present

Renjilian-Burgy

NOT OFFERED IN 1998–99. A survey of the major works of Chicano literature in the United States in the context of the Hispanic and American literary traditions. A study of the chronicles from Cabeza de Vaca to Padre Jun'pero Serra and musical forms such as corridos. A critical analysis of the themes and styles of contemporary writing. Works by Luis Valdez, Rodolfo Anaya, Tomás Rivera, Gloria Anzaldúa, Cherr'e Moraga, Sandra Cisneros and others.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 256 Nineteenth-Century Spanish Society as Seen by the Novelist

Ramos

The masters of nineteenth-century peninsular prose studied through such classic novels as *Pepita Jiménez* by Juan Valera, *Miau* by Pérez Galdós, *Los pazos de Ulloa* by the Countess Pardo Bazán and *La Barraca* by Blasco Ibáñez. Discussions. Student interpretation.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

SPAN 257 The Word and the Song: Contemporary Latin American Poetry

Agosin

NOT OFFERED IN 1998–99. A study of the major twentieth-century poets of Latin America, focusing on literary movements and aesthetic representation. Poets to be examined include Vicente Huidobro, Gabriela Mistral, Octavio Paz and César Vallejo.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 259 Women Writers of Latin America

Agosin

NOT OFFERED IN 1998–99. An exploration of the aesthetic, social and cultural representation of twentieth-century Latin American women writers. Emphasis will be placed on the relationship between literary production and social reality, the role of the writer in shaping national identities, the emergence of a shared feminist consciousness, and the process of self-representation as part of an historical movement. Authors to be read include María Luisa Bombal, Delmira Agustini, Rosario Castellanos, Luisa Valenzuela, Nancy Morejón, Elena Poniatowska, and Diamela Eltit.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 260 Women Writers of Spain, 1970 to the Present

Gascón-Vera

NOT OFFERED IN 1998–99. A selection of readings—novels, poetry, essays, theater—by Spanish women writers of the 1970s and 1980s. Carmen Mar'n Gaité, Rosa Montero, Esther Tusquets, Adelaida García-Morales, Cristina Fernández-Cubas. A close study of the development of their feminist consciousness and their response to the changing world around them.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 261 Mexico: Literature, Art, Rebellion

Roses

NOT OFFERED IN 1998–99. An exploration of twentieth-century Mexican culture from the Revolution of 1910 to the Chiapas rebellion of New Year's Day 1994. A comparison of the novel of the Revolution (Mariano Azuela, *Marín Luis Guzmán*) and the Indian-centered novel (Rosario Castellanos) with works by Juan Rulfo and Carlos Fuentes. Discussion of documentary and testimonial narratives that emerge from student rebellion and changing social and artistic consciousness. In order to examine how word and image combine into a single cognitive experience, readings will be amplified by visual works, some inspired by social themes and others oriented toward portraiture, abstraction, and photography.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

SPAN 263 Latin American Literature: Fantasy and Revolution

Roses

NOT OFFERED IN 1998–99. The interrelation between sociopolitical and aesthetic issues in the discourse of contemporary Latin American writers, including Carlos Fuentes, Manuel Puig, Octavio Paz, Isabel Allende, and Juan Rulfo. Special attention will be given to the imaginative vision of Gabriel García Márquez. *In English.*

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

SPAN 265 Introduction to Latin American Cinema

Agosin

NOT OFFERED IN 1998–99. This course will explore the history of Latin American cinema, spanning three decades from the early 1960s to the present. Different forms of cinematic expression will be explored: narrative film, the documentary, the cinema of exile, and others. Issues of national culture and identity, as well as cultural exchanges of films between Latin America and abroad will be addressed. In addition to the films themselves, students will be required to read selected works on film criticism and several texts which have been converted into films. Films to be analyzed include those of Mar'a Luisa Bemberg, Fernando Solanas, Jorge Silva, and Raúl Ruiz.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O

Unit: 1.0

SPAN 266 Centuries at their End: Spain in 1898 and 1998

Gascón-Vera

NOT OFFERED IN 1998–99. An examination of late 19th- and 20th-century historical events and cultural/artistic production. Employing contemporary notions of globalization and cultural hybridity, students will examine Spanish culture and thought during two decisive periods. For the 19th century, topics include Antoni Gaudí, Pablo Picasso, Concepción Arenal, Emilia Pardo Bazán, Miguel de Unamuno, Ramón María del Valle Inclán, Juan Ramón Jiménez, Manuel Machado and early Spanish cinema; and for the 20th century, Pedro Almodovar, Javier Marías, Rosa Montero, Montserrat Roig, Javier Mariscal, and Rafael Moneo.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

SPAN 267 The Writer and Human Rights in Latin America

Agosin

NOT OFFERED IN 1998–99. The role of the Latin American writer as witness and voice for the persecuted. Through key works of poetry and prose from the seventies to the present, we will explore the ways in which literature depicts issues such as: censorship and self-censorship; the writer as journalist; disappearances; exile; testimonial writing; gender and human rights; and testimonial narratives. The works of Benedetti, Timmerman, Alegría, and others will be studied.

Prerequisite: 241 or 242 or by permission of the instructor.

Distribution: Language and Literature or Religion, Ethics, and Moral Philosophy

Semester: N/O

Unit: 1.0

SPAN 269 Caribbean Literature and Culture

Renjilian-Burgy

An introduction to the major literary, historical and artistic traditions of the Caribbean. Attention will focus on the Spanish-speaking island countries: Cuba, Dominican Republic, Puerto Rico. Authors will include Juan Bosch, Lydia Cabrera, Guillermo Cabrera Infante, Julia

de Burgos, Alejo Carpentier, Nicolás Guillén, René Márquez, Luis Palés Matos, Pedro Juan Soto.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

SPAN 271 Intersecting Currents: Afro-Hispanic and Indigenous Writers in Twentieth-Century Latin American Literature
Webster

NOT OFFERED IN 1998–99. A close reading of selected texts that illustrate the intersection of African, Spanish and Indigenous oral and literary traditions. Genres include autobiographies, novels and poetry. Individual authors to be studied include Domitila Barrios, Rigoberta Menchú, Esteban Montejo, López de Albújar, Nancy Morejón and Tato Laviera. Topics include the relationship between identities and aesthetics, the marginal and the canonical, literature and the affirmation of the nation state, and the uses of contemporary race and gender theory in literary analysis.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 272 Spanish Civilization and Culture
Ramos

An examination of Spain's multicultural civilization and history, from the prehistoric cave paintings of Altamira to the artistic "movida" of post-Franco Spain. Literary, historical, artistic and anthropological readings will inform our understanding of recurrent themes in Spanish national ideology and culture: Spain as a nexus between Christian, Jewish and Islamic thought; regionalism, nationalism and internationalism; religion and class; long-term economic consequences of global empire; dictatorship and democracy; and the creation and questioning of national identity.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

SPAN 273 Latin American Civilization
Pizarro

An introduction to the multiple elements constituting Latin American Culture. An examination of the principal characteristics of Spanish colonialism and Creole nationalism will inform our general understanding of Latin American culture today. Readings and class discussions will cover

such topics as the military and spiritual conquest, the Indian and African contributions, the emergence of *criollo* and *mestizo* discourses, and gender and race relations. Readings will include the works of contemporary Latin American writers, film-makers, and historians.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

SPAN 275 The Making of Modern Latin American Culture
Pizarro

An examination of the principal characteristics of the search for identity and independence of the emerging Latin American nations as expressed in literary, historical, and anthropological writing. We will examine the experience of each of four distinct regions: Mexico and Central America, the Caribbean, the Andean countries, and the Southern Cone. Readings will include the works of contemporary Latin American writers, film-makers and historians. Special attention will be given to the relationship between social issues and the evolution of literary form.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

SPAN 287 Women in the Americas: Empowering Diversity
Agosin

NOT OFFERED IN 1998–99. This course will analyze the ways in which women of the Americas have performed acts of justice and human rights. Though literary, historical, anthropological and political readings, we will examine critical issues such as the struggle for social justice in Latin America and the United States; immigration; domestic violence and reproductive rights.

Prerequisite: 241 or 242 or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 300 Seminar. Honor, Monarchy and Religion in the Golden Age Drama
Gascón-Vera

NOT OFFERED IN 1998–99. The characteristics of the Spanish drama of the Golden Age. Analysis of ideals of love, honor, and religion as revealed in drama. Representative masterpieces of Lope de Vega, Cervantes and Ru'z de Alarcón, Tirso de Molina, Calderón. *Offered in alternation with 302.*

Prerequisite: Open to students who have taken two Grade II units including one unit in literature.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 302 Seminar. Cervantes

Gascón-Vera

A close reading of the *Quixote* with particular emphasis on Cervantes' invention of the novel form: creation of character, comic genius, hero versus anti-hero, levels of reality and fantasy, history versus fiction.

Prerequisite: Open to students who have taken two Grade II units including one unit in literature.
Distribution: Language and Literature
Semester: Spring Unit: 1.0

SPAN 303 Creative Writing in Spanish

Agosin

NOT OFFERED IN 1998-99. This course will explore the craft of writing poetry and short stories in Spanish. Attention will be given to the study of aesthetics as well as craft in lyrical works and short narratives. Emphasis will be placed on discussion of student work, focusing on basic skills and grammatical knowledge required for creative writing in a foreign language. Readings from Latin America's most distinguished authors will be assigned.

Prerequisite: Open to students who have taken two Grade II units including one unit in literature.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 305 Seminar. Hispanic Literature of the United States

Renjilian-Burgy

NOT OFFERED IN 1998-99. A study of U.S. Hispanic writers of the Southwest and East Coast from the Spanish colonial period to the present. Political, social, racial and intellectual contexts of their times and shared inheritance will be explored. Consideration of the literary origins and methods of their craft. Authors may include: Cabeza de Vaca, Gaspar de Villagrà, José Villarreal, Lorna Dee Cervantes, José Martí, Uva Clavijo, Ana Velilla, Pedro Juan Soto, Miguel Algarín, Edward Rivera.

Prerequisite: Open to senior majors or by permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 307 Seminar. The Nobel Prize Authors of Latin America

Agosin

Through the prose and poetry of the Nobel Prize winners of the Spanish American Republics, this course will explore the literary, historical and cultural traditions in which these works are inscribed. Concepts of cultural identity, colonialism and post-colonialism will be examined. Authors will include Octavio Paz, Gabriel García Márquez, Gabriela Mistral, Pablo Neruda and Angel Asturias.

Prerequisite: Open to only senior majors who have taken two Grade II units including one unit in literature.
Distribution: Language and Literature
Semester: Fall Unit: 1.0

SPAN 311 Seminar. The Literary World of Gabriel García Márquez and the Post-Boom

Roses

NOT OFFERED IN 1998-99. An in-depth study of the literary career of Gabriel García Márquez, from his beginnings as a newspaper reporter in his native Colombia to his emergence as a major novelist and short story writer. Emphasis on his achievements as a Latin American writer and a universal and cosmopolitan figure. Works to be read include: *El coronel no tiene quién le escriba*, *La mala hora*, *La bojarasca*, *Cien años de soledad*, *El otoño del patriarca* and *Crónica de una muerte anunciada*.

Prerequisite: Open to students who have taken two Grade II units including one unit in literature. Open to senior majors or with permission of the instructor.
Distribution: Language and Literature
Semester: N/O Unit: 1.0

SPAN 315 Seminar. Luis Buñuel and the Search for Freedom and Morality

Gascón-Vera

NOT OFFERED IN 1998-99. Students will read the scripts and view the films most representative of alternative possibilities of freedom expressed by Luis Buñuel. The course will focus on the moral issues posed in his films and will start with a revision of the historical motivations of the Buñuel perspective: Marxism, Freudianism and Surrealism as depicted in selected films of Buñuel, from his first *An Andalusian Dog* (1928) to his last *That Obscure Object of Desire* (1977).

Prerequisite: Open to senior majors or with permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video or Language and Literature
Semester: N/O Unit: 1.0

SPAN 317 Seminar. The New World in Its Literature: Conquest and Counter-Conquest
Webster

NOT OFFERED IN 1998–99. Exploration of five major figures of Spanish America: Columbus, Las Casas, Sahagún, El Inca Garcilaso de la Vega, and Sor Juana Inés de la Cruz. Readings from some of their most significant texts and related modern texts. Topics include the emergence of Latin America, politics and “barbarism,” the first fight for human rights, Aztec and Inca thought, and the defense of women’s right to knowledge.

Prerequisite: Open to senior majors or with permission of the instructor.

Distribution: Language and Literature

Semester: N/O Unit: 1.0

SPAN 318 Seminar. Love and Desire in Spain’s Early Literature

Vega

NOT OFFERED IN 1998–99. Medieval Spain, at the nexus of the Christian, Jewish and Islamic cultures, witnessed a flowering of literature dealing with the nature and depiction of love. This course will examine works from all three traditions, stressing the uses of symbolic language in the linguistic representation of physical desire. Texts will include Ibn Hazm, *The Dove’s Neck-Ring*; the poetry of Yehuda Ha-Levi and Ben Sahl of Seville; the Mozarabic “kharjas”; the Galician “cantigas d’amigo”; the Catalan lyrics of Ausias March; Diego de San Pedro, *Cárcel de Amor*; and Fernando de Rojas, *La Celestina*.

Prerequisite: Open to senior majors or with permission of the instructor.

Distribution: Language and Literature

Semester: N/O Unit: 1.0

SPAN 324 Seminar. Avant-Garde and Modernity in Spain

Ramos

NOT OFFERED IN 1998–99. Using a wide variety of literary texts, paintings, and cinema, this course will explore various forms of Modernity in Spain. Emphasis will be placed on the connections between the Spanish and mainstream European Avant-Garde: main figures will include Federico García Lorca, Ramón de la Serna, Vicente Huidobro, Rafael Alberti, Luis Buñuel, Guillermo de Torre, Salvador Dalí and Pablo Picasso.

Prerequisite: Open to senior majors or with permission of the instructor.

Distribution: Arts, Music, Theatre, Film, Video or Language and Literature

Semester: N/O Unit: 1.0

SPAN 327 Seminar. Latin American Women Writers: Identity, Marginality and the Literary Canon

Agosin

NOT OFFERED IN 1998–99. An examination of twentieth-century women writers from Latin America. Perspectives for analyses will include questions of identity (national, ethnic/racial, religious, sexual, gender), the extent to which Afro-Hispanic, Indigenous and non-Christian writers constitute distinct, marginalized groups in Latin American literature, and a comparison of issues regarding identity in selected canonical and non-canonical writers. Texts for discussion include works by Gabriela Mistral, Remedios Varos, Elena Poniatowska, Nancy Morejón, Rosario Aguilar, Gioconda Belli and Victoria Ocampo.

Prerequisite: Open to junior and senior majors.

Distribution: Language and Literature

Semester: N/O Unit: 1.0

SPAN 350 Research or Individual Study

Prerequisite: Open by permission of the instructor to seniors who have taken two Grade III units in the department.

Distribution: None

Semester: Fall, Spring Unit: 1.0

SPAN 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring Unit: 1.0

SPAN 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Toward the Major

EDUC 308 Seminar. World Languages Methodology

HIST 206 Introduction to the History of Latin America

PEAC 259 Peace and Conflict Resolution.
Topic for 1998–99: Women and Human Rights Law

Directions for Election

Students who begin with 101-102 [100] in college and who wish to major should consult the chair in the second semester of their first year.

A minimum of 8 units must be presented for the Spanish major and must include: 241 (201) or 242 (202); and at least two 300 level units, including a seminar during the senior year. The major should ordinarily include an overview of early Spanish literature 252 [206], early Spanish American literature 251 [205], and 302.

Upon approval from the department, up to four courses per semester taken during study abroad in Spain or Latin America may be counted toward the major. The goals of a comprehensive program are: (a) oral and written linguistic proficiency, (b) ability to interpret literary texts and (c) a general understanding of the evolution of Hispanic culture.

For students interested in an interdisciplinary approach to the study of Latin America, also available is the *structured individual major* in Latin American Studies, which allows students to choose from a list of courses in seven different departments, including Spanish. Majors devise their own programs in consultation with the Directors of Latin American Studies. Students are referred to the section of the catalog where Interdepartmental Programs are described.

A student may receive one (1) unit of credit for a grade of 4 or 5 on either or both of the AP Spanish exams. She will lose the AP credit(s) if she takes SPAN 202 or a lower numbered course. A score of 3 will satisfy the foreign language requirement, but receives no credit. AP credit does not count toward the major or minor in Spanish.

AP: A student may receive one unit of credit for a grade of 4 or 5 on either or both of the AP Spanish exams. She will lose the AP credit(s) if she takes SPAN 202 or a lower-numbered course. A score of 3 will satisfy the foreign language requirement, but receives no credit. AP credit does not count toward the major or minor in Spanish.

Teacher Certification: Students interested in obtaining certification to teach Spanish in the Commonwealth of Massachusetts should consult Ms. Renjilian-Burgy and Ms. Beatty of the Department of Education.

Department and Individual Major in Theatre Studies

Instructor: *Arciniegas, Hussey, Loewit*

Lecturer: *Snodgrass*

Director of Theatre: *Hussey*

Production Manager: *Loewit*

All courses in the Theatre Studies Department (with the exception of 250, 250H and 350 and 350H) fulfill the Group A distribution requirement.

THST 203 Plays, Production, and Performance

Hussey

Principles and practice of the related arts which make up the production of a play in the theatre. Analysis of the dramatic script in terms of the actor, the director, the scenic, costume and lighting designers, and the technicians. Practical applications of acquired skills integrate the content of the course. Each student participates in the creation of a fully realized "mini production" which is presented for an audience.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.25

THST 204 Techniques of Acting

Arciniegas

An introduction to the vocal, interpretive and physical aspects of performance. Improvisation, movement and character development for the novice actor. Emphasis is placed on applying textual understanding to the craft of acting.

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

THST 205 Acting and Scene Study

Arciniegas

Study of the performed scene as the basic building block of playwright, director, and actor. Scenes from plays ranging from Greek tragedies to modern dramas will be rehearsed and performed in the appropriate period style for class critiques. Emphasis will be placed on thorough preparation and analysis as well as performance ability.

Prerequisite: 203 or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 1.0

THST 206 Directing and Dramaturgy: The New Alliance for the Next Century

Hussey

This course combines the analytical and discursive writing skills of the dramaturge with the theatrical and practical application as performed by the director. Particular emphasis will be placed on the historical and social significance of previous productions and the effect on interpretation in this decade. Students will work in teams and will present their research and the resulting theatrical entity in weekly scene presentations. Students will alternate positions and be expected to provide probing intellectual questions to each other while working collaboratively. Dramatic material will be drawn from a wide variety of world literature.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Fall Unit: 0.5

THST 207 Stagecraft for Performance

Loewit

Study of the craft and theory of the production arts in the theatre. The course will cover the process, the designers function in the production: creating working drawings, problem solving, use of theatrical equipment and alternative media for the realization of sound, set, and lighting designs. There will be additional time outside of class scheduled for production apprenticeships.

Prerequisite: 203 or by permission of the instructor.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

THST 212 Representations of Women on Stage

Snodgrass

NOT OFFERED IN 1998-99. Study of the specific examples of the representation of women on the dramatic stage during various eras in a variety of cultures, focusing primarily on what a public and popular art says and implies about women: their "nature", their roles, their place in the society reflected. Consideration is given to the male dominance in both playwrighting and performance in historic cultures. Texts will be chosen from a broad spectrum of dramatic world literature.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

THST 220 Classic Plays in Performance

Snodgrass

A historical survey of dramatic texts as realized in performance. Campus productions and video recordings of live performances approximating the original production style will be utilized in this study. Class discussion will also incorporate analysis and comparison of women and minorities who have shaped and created the theatre as actors, directors, designers and producers. Analytical and critical writing skills are emphasized in the development of written critiques. Students will contrast and compare contemporary events with the events in dramatic texts and will incorporate that knowledge through interpretive class projects.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video
Semester: Spring Unit: 1.0

THST 250 Research, Independent Study or Apprenticeship

Prerequisite: None
Distribution: None
Semester: Fall, Spring Unit: 1.0

THST 250H Research, Individual Study or Apprenticeship

Prerequisite: None
Distribution: None
Semester: Fall, Spring Unit: 0.5

THST 315 Acting Shakespeare

Arciniegas

NOT OFFERED IN 1998-99. Study and practice of skills and techniques for the performance of scenes, monologues and the realization of theatrical characters from Shakespeare's texts. Speeches and scenes performed for class criticism. Class will be sub-divided by instructor according to skill levels. Students are expected to rehearse and prepare scenes outside of class time.

Prerequisite: 203, 204 and 205 or by permission of the instructor after audition.
Distribution: Arts, Music, Theatre, Film, Video
Semester: N/O Unit: 1.0

THST 350 Research or Individual Study

Prerequisite: Open by permission to qualified students.
Distribution: None
Semester: Fall, Spring Unit: 1.0

THST 350H Research or Individual Study

Prerequisite: Open by permission to qualified students.
Distribution: None
Semester: Fall, Spring Unit: 0.5

An Individual Major in Theatre Studies

Director: *Hussey*

A major in Theatre Studies may be designed according to the provision of the Individual Major option. It consists of a minimum of eight (8) units.

Early consultation with the director is essential because some of the relevant courses are not offered every year and careful planning is necessary.

Students electing to design an individual major in Theatre Studies will usually take a least one resident semester of concentrated work in the discipline either with the National Theatre Institute at the Eugene O'Neill Theatre Center in Waterford, Connecticut, or at another institution in the Twelve College Exchange Program, to supplement and enrich their work at Wellesley. Extensive courses are offered in the Drama program at MIT, and certain students may elect courses at Brandeis University. Students may also elect to study at one of the London programs offering intensive study in their discipline.

Since developments in the theatre arts are a result of stage experiments, and because the theatre performance is an expression of theatre scholarship, it is expected that students planning an individual major in Theatre will elect to complement formal study of theatre with practical experience in the extracurricular production program of the Wellesley College Theatre and related on-campus producing organizations. All students are encouraged to participate in the 250 and 350 individual study offerings in order to pursue their particular area of theatrical interest.

In addition to the offerings of the Theatre Studies Program, the following courses count towards an individual major in Theatre Studies:

AFR 207 Images of African People through the Cinema

AFR 222 Images of Blacks and Women in American Cinema

AFR 266 Black Drama

ARTS 165 Introduction to Video Production

ARTH 364 Women Filmmakers: History and Theory of Subversion

CHIN 243 Chinese Cinema

CLCV 210/310 Greek Drama in Translation

ENG 112 Introduction to Shakespeare

ENG 223 Shakespeare Part I: The Elizabethan Period

ENG 224 Shakespeare Part II: The Jacobean Period

ENG 324 Advanced Studies in Shakespeare

ENG 325 Seminar: Advanced Studies in Sixteenth- and Seventeenth-Century Literature

ENG 335 Advanced Studies in Restoration and Eighteenth-Century Literature. Topic for 1998-99: London Forms, London Experience

EXTD 231 Interpretation and Judgment of Films

FREN 213 From Myth to the Absurd: French Drama in the Twentieth Century

FREN 240 Images of Women in French Film

FREN 303 Advanced Studies in the Seventeenth and Eighteenth Centuries: Corneille, Moliere, Racine

FREN 314 Cinema: Francois Truffaut

FREN 321 Seminar: Women Playwrights at the Comedie Francaise

ITAL 261 Italian Cinema (in English)

JPN 251 Japan Through Literature and Film

PHIL 203 Philosophy of Art

RUSS 253 Russian Drama

SPAN 261 Mexico: Literature, Art, Rebellion

SPAN 300 Seminar: Honor, Monarchy and Religion in the Golden Age Drama

TECH 140 Television Technology and Projects Workshop

Other courses may on occasion be counted towards the Theatre Studies Individual Major.

Department of Women's Studies

Professor: *Bailey, Hertz, Reverby*^{A1}

Associate Professor: *Kapteinjs (Chair)*

Visiting Associate Professor: *Weston*

Assistant Professor: *Creelf*^{A1}, *Pate*^{A1}

Visiting Assistant Professor: *Dawit*

Courses in the Women's Studies Department (with the exception of 250, 250H, 350, 350H, 360, 370) fulfill the Group A, Group B¹, or Group B² distribution requirement as indicated.

WOST 108 The Social Construction of Gender

Hertz

This course discusses the ways in which the social system and its constituent institutions create, maintain and reproduce gender dichotomies. Gender is examined as one form of social stratification and studied in the context of identity formation, emphasizing the relationship among gender, race, ethnicity and social class. The processes and mechanisms that institutionalize gender differences will be considered in a variety of contexts: political, economic, religious, educational and familial. We will examine some deliberate attempts to change gender patterns.

Prerequisite: Open to all students, except those who have taken SOC 208 or WOST 208.

Distribution: Social and Behavioral Analysis/B¹
Semester: Spring Unit: 1.0

WOST 120 Introduction to Women's Studies

Dawit, Staff

Introduction to the interdisciplinary field of Women's Studies with an emphasis on an understanding of the "common differences" that both unite and divide women. Beginning with an examination of how womanhood has been represented in myths, ads and popular culture, the course explores how gender inequalities have been both explained and critiqued. The cultural meaning given to gender as it intersects with race, class, ethnicity and sexuality will be studied. Exposure to some of the critiques made by Women's Studies' scholars of the traditional academic disciplines and the new intellectual terrain now being mapped. Consideration of one of the central dilemmas of contemporary feminist thinking: the necessity to make gender both matter and not matter at the same time.

Prerequisite: None

Distribution: Language and Literature or Social and Behavioral Analysis/B¹

Semester: Fall, Spring

Unit: 1.0

WOST 211 American Families

Hertz

This course looks at the rise of the modern family from a comparative perspective. Class discussion will focus on the nature and role of the family and its function for individuals and society. Students will be introduced to controversies over the definition and the "crises" of changing family forms and family values, the emergence of new forms, and projections about its future. The effects of work and social class on the family will be examined as well as ethnicity, race and immigration; dual-career couples and working-class families will be emphasized.

Prerequisite: Open to all students except those who have taken SOC 111 or WOST 111.

Distribution: Social and Behavioral Analysis/B²

Semester: Fall Unit: 1.0

WOST 220 American Health Care History in Gender, Race and Class Perspective

Reverby

Traditional American medical history has emphasized the march of science and the ideas of the "great doctors" in the progressive improvement in American medical care. In this course we will look beyond just medical care to the social and economic factors that have shaped the development of the priorities, institutions, and personnel in the health care system in the United States. We will ask how have gender, race and class affected the kind of care developed, its differential delivery, and the problems and issues addressed.

Prerequisite: 120, 208, 222 or permission of the instructor.

Distribution: Historical Studies/B¹

Semester: Spring Unit: 1.0

WOST 222 Women in Contemporary American Society

Reverby

This course examines the transformations and continuities in the lives of women in the United States since World War II. We will look critically at the so-called "happy days" of the 1950s, the cultural and political "revolutions" of the 1960s and early 1970s, and the shifts in consciousness over the last five decades. The rise and changes in feminisms and the women's movement will receive special attention. Emphasis will be placed

on the differing communities of women and how they have balanced the so-called “private,” “public,” and “civic” spheres of their lives.

Prerequisite: None

Distribution: Historical Studies or Social and Behavioral Analysis/B'

Semester: Spring

Unit: 1.0

WOST 235 Cross Cultural Sexuality

Weston

Examination and exploration of sexuality from cross-cultural perspectives, focusing on the production of sexuality in the context of different disciplines - literature, anthropology, history and sociology. Course will address the intersections between sexual and socio-cultural, political and economic discourses. How is sexuality constructed in relation to ideological, social and political considerations? How are sexual “norms” established, circulated and maintained in different cultures and at different historical junctures? What, if anything, constitutes sexual otherness in different cultures? How is this negotiated in a global economy and how is it represented under variable conditions? How do different descriptions of sexual behavior interact with the discourses of identity politics and queerness as constituted in the US?

Prerequisite: 108, 120, 222

Distribution: Historical Studies or Language and Literature/B'

Semester: Fall

Unit: 1.0

WOST 248 Asian American Women Writers

NOT OFFERED IN 1998–99. This course surveys the historical development of Asian American women's literature. Among the questions central to our examination: How is Asian American writing positioned within the larger field of American literature (as well as within the subfields of other ethnic minority literatures)? Is there such a thing as a “canon” in Asian American literature? The first half of this course will survey the literature of Asian American women writers since the early 20th century (including autobiography, fiction, and poetry) in their social and historical contexts. During the second half of the semester we will look at the work of contemporary writers and interrogate, for example, the commercial success of such writers as Maxine Hong Kingston and Amy Tan.

Prerequisite: Written permission of the instructor.

Distribution: Language and Literature/A

Semester: N/O

Unit: 1.0

WOST 249 Asian American Women in Film and Video

Creef

This course will serve as an introduction to Asian American film and video and begin with the premise that there is a distinct American style of Asian “Orientalist” representation by tracing its development in classic Hollywood film over the last seventy-five years. We examine the politics of interracial romance, the phenomenon of “yellow face” drag, and the different constructions of Asian American femininity, masculinity, and sexuality. In the second half of the course, we look at the production of what has been named “Asian American cinema” in the past fifteen years. Our focus is on contemporary works—both documentary and feature—that deal centrally with the politics of representation and identity in history and culture. This course draws upon critical materials from film theory, feminist studies, Asian American studies, history and cultural studies. Weekly film screening required.

Prerequisite: One course in either Women's Studies and either film/visual arts or Asian American topics; or by permission of the instructor. Not open to students who have taken WOST 348.

Distribution: Arts, Music, Theatre, Film, Video/B'

Semester: Spring

Unit: 1.0

WOST 250 Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

WOST 250H Research or Individual Study

Prerequisite: Open to juniors and seniors by permission.

Distribution: None

Semester: Fall, Spring

Unit: 0.5

WOST 275 Passing: Transforming Identities in History and Representation

NOT OFFERED IN 1998–99. Passing from one identity to another has been a social phenomenon that has existed in different cultures for centuries. Familiar forms of passing have included instances of minority ethnic, religious or racial community members passing as members of the majority community; women passing as men; gays passing as straight; people with disabilities passing as able-bodied, etc. This course will explore the social and political economies that demand or facilitate different forms of passing

and the conditions under which gender, sexuality, class, race, disability and religion are the identities shifted. Questions to be considered will include: under what circumstances do individuals and groups opt or become forced to pass for survival, and under what conditions do some people come back out? What are the fears and popular reactions that arise with regard to passing? How is the phenomenon of passing represented in different media? If identities become more fluid, is there less pressure to pass?

Prerequisite: 120 or 222 recommended, written permission of the instructors required.

Distribution: Historical Studies or Language and Literature/B'

Semester: N/O

Unit: 1.0

WOST 301 Seminar. The Politics of Caring

NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. This seminar examines how and why caring is assumed to be a significant part of female character and women's work. Critical examination of explanations of women's roles as caregivers and nurturers, including biosocial, psychoanalytic, and socialization theories and research. Critique of the philosophical debates about caring. Historical study of the work of caring: the relationship between women's unpaid labor in the home and the work of caring in paid occupations and professions, such as medicine, nursing, day care and social work. Study of how caring has become politicized and the basis for women's political action.

Prerequisite: Open to Juniors and Seniors with written permission from instructor. 120, or 222, or 220 or PSYC 303 required.

Distribution: Social and Behavioral Analysis/B'

Semester: N/O. Offered in 1999-2000.

Unit: 1.0

WOST 304/AFR 303 African Women and Activism

Dawit

An inquiry into African feminist activism and political organizing in Africa and in exile. Through close readings of creative and political works by African women from the 1940s to the present, we will chart the path of a movement. Based on the work of social scientists, historians, poets, novelists, playwrights, filmmakers and other activists, we will identify intersections, divergences and continuities in politics, vision and other commitments. Among the broader questions we will explore: What is Activism, theory and practice, and are African women doing it? How do women locate themselves and their work within the African Women's Movement

and in the International Women's Movement? Students may register for either WOST 304 or AFR 303. *Credit will be given in the department in which the student is registered.*

Prerequisite: Written permission of the instructor.

Distribution: Social and Behavioral Analysis/B2

Semester: Fall

Unit: 1.0

WOST 305 Seminar. Representations of Women of Color in the U.S.

Staff

A feminist cultural studies approach to the theories and methodologies of the representation of men and women of color in literature, film, art, and photography. This course surveys the development of contemporary U.S. third world feminism and employs multiple readings in Asian American, Pacific Island, African American, Latina/Chicana, and Native American cultural criticism that position the body as an historical category that possesses and/or performs race, class, gender and sexuality.

Prerequisite: 120, 222, or 224; or AFR 212, 222, 230 or 305; or ENG 114, 364, or 383; and permission of the instructor.

Distribution: Art, Music, Theatre, Film, Video or Language and Literature/B2

Semester: Spring

Unit: 1.0

WOST 311 Seminar. Family and Gender Studies: The Family, the State and Social Policy

Hertz

Analysis of problems facing the contemporary U.S. family and potential policy directions in the 1990s. Discussion of the transformation of the American family including changing economic and social roles for women and expanding varieties of family types (such as single mothers by choice and lesbian/gay families). Sexuality, teen pregnancy, reproductive issues, day care, the elderly, divorce, welfare, the impact of work on the family, equality between spouses, choices women make about children and employment and the new American dreams will be explored. Comparisons to other contemporary societies will serve as a foil for particular analyses.

Prerequisite: Preference will be given to students who have taken family or gender related courses in anthropology, history, psychology, political science, sociology, or women's studies. Admission by written application prior to registration. Not open to students who have taken SOC 311.

Distribution: Social and Behavioral Analysis/B2

Semester: Fall

Unit: 1.0

WOST 312 Seminar: Feminist Inquiry

Hertz and Creef

In all social science disciplines (and the humanities) feminists are questioning the implicit male paradigms, methodological choices and theoretical assumptions in order to transform their discipline. The hope of these thinkers is that we will have a more complete understanding of the social world. This course will examine the current revolution in attempts to rethink gender and other cultural biases in order to produce less distorted accounts of social life. The course will draw upon theoretical, methodological and empirical examples from this new body of social research. We will read different "standpoint" theorists and their various attempts to understand power relations and revise knowledge as they construct the social world from personal understandings. We will examine issues of feminist epistemology including objectivity versus subjectivity in research, the nature of data, the researcher's relationship to her respondents in the first and third worlds, voice and reflexivity, post-modernism and experimental ethnographies. *It is recommended that students have taken courses in methods and theory before enrolling in this seminar.*

Prerequisite: Permission of the instructor is required.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis/B¹

Semester: Spring

Unit: 1.0

WOST 313: Fieldwork in Women's Studies

Staff

This is a supervised, independent research project, resulting in a research paper, documentary, policy initiative, creative arts presentation or other research product approved of by the supervisor. This research project, developed in conjunction with the student's major adviser, will have a significant experiential component focusing on women's lives. Students are required to spend either the summer before their senior year or the first semester of their senior year gathering data on a topic of their choice. Topics should be part of their substantive concentration. Students may (1) work in an organization, (2) work with activists or policy makers on social change issues or social policy issues, or (3) they may design their own fieldwork experience. For example, a student with a concentration in women's health might decide to work in a family planning clinic or she might decide to work with activists trying to change health care for teen moms or she might

decide to interview human rights activists about women's health in another region of the world. Students who select this option should have taken a methods course prior to their on-site experience. They will be required to arrange with their adviser a contract/proposal that will include the kind of data they will collect, how it will be recorded and analyzed, and the kind of product they will produce at the end of their senior year. Final projects can be either written or visual but must be decided before a student begins the work.

Prerequisite: Permission of the instructor

Distribution: Social and Behavioral Analysis/B¹

Semester: Fall, Spring

Unit: 1.0

WOST 317 Seminar History of Sexuality:

Queer Theory

NOT OFFERED IN 1998-99. This seminar will introduce the concepts central to queer theory, starting with Foucault and Laqueur and discussions of sexual difference and deviance. It will examine queerness in its various manifestations and practices, butch-femme, transgendering, cross-dressing, bisexuality and third gender. The conflicts and continuities between identity politics and queer identities will be explored in the context of racialization, class, and different-abledness and under the markers of nationhood and subalternity. Finally, what impact do the debates on the production of sexuality in different sites (African American, Native American, Latino, Asian American and non-US) and historical periods have on theories of queerness?

Prerequisite: Open to juniors and seniors with written permission of the instructor.

Distribution: Epistemology and Cognition or Language and Literature/B¹

Semester: N/O

Unit: 1.0

WOST 318 Seminar: Gender and Diaspora

Weston

A comparative approach to the relationship between gender and diaspora, with an emphasis on the communities established when people arrive in a "new" land. Students will critically examine the issues that confront migrants, survivors, and refugees; the conditions that give rise to global movements of people; community and organization building; ideologies of home, return, and travel; and the negotiation of gender power and identity in diasporic settings. The course focuses on case material from specific diasporas, such as the Jewish, Chinese, African, South Asian and Native American.

Prerequisite: Open to juniors and seniors
Distribution: Language and Literature or Social and Behavioral Analysis/B¹
Semester: Fall Unit: 1.0

WOST 324 Seminar: Women's Lives through Oral History
NOT OFFERED IN 1998-99. OFFERED IN 1999-2000. If a woman speaks of her experiences, do we get closer to the "truth" of that experience? How can oral history provide a window into the lives of women in the past and what does it close off? Analysis of methodological and theoretical implications of studying women's lives through oral histories as a way to end the silences in other historical forms. Special attention to be paid to other genres—history, fiction, ethnographies—as a foil to explore the strengths, and limitations, of the oral history approach.
Prerequisite: 120, 208 or 222 or HIST 257. Written permission of the instructor required.
Distribution: Epistemology and Cognition or Historical Studies/B¹
Semester: N/O. Offered 1999-2000. Unit: 1.0

WOST 325 International Treaty Law Relative to Women
NOT OFFERED IN 1998-99. A close examination of international conventions and agreements on issues of particular concern to women. Through the women's treaties we will explore the most salient concerns of the women's human rights movement. We will learn how issues become agendas become law. Treaties under consideration will include: The Slavery Convention, 1926 and the Supplementary Slavery Convention, 1956; The Convention on the Political Rights of Women, 1953; The Convention on the Elimination of All Forms of Discrimination Against Women 1979; The European Convention on Human Rights, 1953; Inter-American Convention on Human Rights, 1969; The African Charter on Human and Peoples Rights, 1981, and several "lesser" conventions from the International Labour Organization (ILO), UNESCO and WHO. We will examine the central principles of international human rights: equality and non-discrimination, as well as theories of the law's relativity or universality.
Prerequisite: Written permission of the instructor.
Distribution: Social and Behavioral Analysis/B¹
Semester: N/O Unit: 1.0

WOST 330 Seminar. Twentieth-Century Feminist Movements in the First and Third World
NOT OFFERED IN 1998-99. Examination of the different political theories that explain the emergence of feminist political movements in the 20th century. Cross-cultural exploration of particular histories of different feminist movements. Emphasis will be placed on the theories of feminism in different movements and the actual political practice of these movements. Students will be expected to lead class presentations and to complete a major research paper.
Prerequisite: Open by written permission of the instructor.
Distribution: Social and Behavioral Analysis/B¹
Semester: N/O Unit: 1.0

WOST 350 Research or Individual Study
Prerequisite: Open to seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 1.0

WOST 350H Research or Individual Study
Prerequisite: Open to seniors by permission.
Distribution: None
Semester: Fall, Spring Unit: 0.5

WOST 360 Senior Thesis Research
Prerequisite: By permission of the department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

WOST 370 Senior Thesis
Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Toward the Major

AFR 208 Women in the Civil Rights Movement

AFR 212 Black Women Writers

AFR 217 The Black Family

AFR 222 Images of Blacks and Women in American Cinema

AFR 230 The Black Woman in America

AFR 305 African American Feminism

AFR 318 Seminar. Women and the African Quest for Modernization and Liberation

AFR 335 Women Writers of the English-Speaking Caribbean

ANTH 236 The Ritual Process: Magic, Witchcraft and Religion

ANTH 269 The Anthropology of Gender Roles, Marriage and the Family

ARTH 233 Domestic Architecture and Daily Life

ARTH 309 Seminar. Problems in Architectural History. Topic for 1998-99: New York/Los Angeles: 1925-1975

ARTH 331 Seminar: The Art of Northern Europe.

ARTH 364 Women Filmmakers: History and Theory of Subversion

ARTS 265 Intermediate Video Production

CHIN 330 Women in Chinese Literature

CLCV 104 Classical Mythology

CLCV 215/315 Women's Life in Greece and Rome

ECON 229 Women in the Labor Market

ECON 243 Race and Gender in U.S. Economic History

ECON 249 Seminar. Marxist and Post-Marxist Economics

EDUC 306 Seminar. Women, Education and Work

EDUC 312 Seminar. History of Child Rearing and the Family

ENG 114 Race, Class, and Gender in Literature

ENG 272 The Victorian Novel

ENG 364 Race and Ethnicity in American Literature

ENG 383 Women in Literature, Culture, and Society

EXTD 202 Multi-Disciplinary Approaches to Abortion

EXTD 203 Ethical and Social Issues in Genetics

EXTD 204 Women and Motherhood

EXTD 300 Ethical and Policy Issues in Reproduction

EXTD 334 Seminar. Literature and Medicine

FREN 208 Women and the Literary Tradition

FREN 240 Images of Women in French Film

FREN 304 Male and Female Perspectives in the Eighteenth-Century Novel

FREN 316 Duras

FREN 318 Modern Fiction

FREN 319 Women, Language, and Literary Expression

FREN 327 The Feminine in Nineteenth-Century Texts

FREN 329 Colette/Duras: "A Pleasure Unto Death"

GER 244 German Cinema 1919-1945 (in English)

GER 255 The Woman Question: 1750 - 1900

GER 329 Readings in Eighteenth-Century Literature

HIST 221 Women, Science and Gender in Historical Perspective

HIST 257 History of Women and Gender in America

HIST 294 Immigration in America

HIST 301 Women of Russia: A Portrait Gallery

HIST 342 Seminar. Women, Work and the Family in African History

HIST 345 Seminar. The American South

HIST 348 Seminar. History of Medicine

HIST 364 Seminar. Women in Islamic Society: Historical Perspectives
ITAL 249 Seminar. The Cinema of Transgression(in English)
ITAL 349 Seminar. Italian Women Writers
LANG 238 Sociolinguistics
ME/R 248 Medieval Women Writers
MUS 235/335 Women in Music
PEAC 259 Peace and Conflict Resolution
PHIL 227 Philosophy and Feminism
PHIL 249 Medical Ethics
POL1 320 Seminar. Inequality and the Law
POL2 307 Seminar. Women and Development
POL3 322 Seminar. Gender in World Politics
POL3 331 Seminar. Women, War and Peace
POL4 344 Seminar. Feminist Political Theory
PSYC 245 Cultural Psychology
PSYC 303 Psychology of Gender
PSYC 317 Seminar. Psychological Development in Adults
PSYC 325 Seminar. History of Psychology
PSYC 329 Seminar. Psychology of Adulthood and Aging
PSYC 340 Organizational Psychology
PSYC 347 Seminar. Ethnicity and Social Identity
REL 224 Hildegard of Bingen
REL 225 Women in Christianity
REL 243 Women in the Biblical World
REL 316 Seminar. The Virgin Mary
SOC 209 Social Inequality
SOC 217 Power: Personal, Social, and Institutional Dimensions

SPAN 253 The Latin American Short Story
SPAN 259 Women Writers of Latin America
SPAN 260 Women Writers of Spain, 1970 to the Present
SPAN 267 The Writer and Human Rights in Latin America
SPAN 287 Women in the Americas: Empowering Diversity

THST 212 Representations of Women on Stage

Directions for Election

A major in Women's Studies offers an opportunity for the interdisciplinary study of women from the perspectives of the humanities, sciences, and social sciences. Women's Studies majors seek an understanding of the new intellectual frameworks that are reshaping thought about the meaning and role of gender in human life. Majors pursue knowledge of gendered experiences in diverse cultures and across time, examining the ways in which race, social class, sexuality and ethnicity are constitutive of that experience.

Beginning with the class of 1998, a major in Women's Studies will require nine (9) units taken both within the department and through the cross-listed courses taught in other departments. Of these, two units must be 300-level courses (not counting 350, 350H, 360 or 370). Not more than two units can be 100-level courses.

Students are encouraged to enter the department through one of the three core units: WOST 120 (Introduction to Women's Studies), WOST 208 (The Social Construction of Gender), or WOST 222 (Women in Contemporary Society). Majors must take ONE of these units as a required course. Apart from this one required unit (120, 208 or 222), Majors must elect at least three other units offered within the Women's Studies department, of which one should be a seminar. Students majoring in Women's Studies must elect four of the nine units in such a way that they form a "concentration", i.e. have a focus or central theme in common. Such concentration should include relevant method and theory units in the area of concentration and must be discussed with and approved by a Women's Studies faculty advisor (the Chair or any of the four WOST faculty members), in consultation with whom she will design her major program.

The Capstone Experience in Women's Studies

As of the class of 2001 all majors will be required to select a capstone experience, with the guidance of their adviser, from the following three options. Students should begin to think about which option would best fit their concentration when they declare the major. They must declare their option by the end of their Junior year.

Option 1: WOST 312 (Seminar) Feminist Inquiry

In the humanities, social sciences and history feminist are questioning existing paradigms, methodological choices and theoretical assumptions around gender, race, ethnicity, sexuality, and ability. This course will draw on theoretical, methodological and empirical examples of these new bodies of research. We will examine the work of theorists with different inter-disciplinary and disciplinary approaches and analyze their attempts to understand power relations in social and cultural worlds. Subjects will include issues of feminist epistemology and historiography, including objectivity versus subjectivity in research, the nature of data, the researcher's relationship to her respondents in the first and third worlds, issues of colonialism and nationalism, voice and reflexivity, questions of representation, and experimental ethnographies. It is recommended that students have taken courses in method and theory before enrolling in this seminar.

This course will be team-taught beginning in the Spring of 1998. In addition, each member of the department will provide a module.

Option 2: WOST 313: Fieldwork in Women's Studies

This is a supervised, independent research project, resulting in a research paper, documentary, policy initiative, creative arts presentation or other research product approved of by the supervisor. This research project, developed in conjunction with the student's major adviser, will have a significant experiential component focusing on women's lives. Students are required to spend either the summer before their senior year or the first semester of their senior year gathering data on a topic of their choice. Topics should be part of their substantive concentration. Students may (1) work in an organization, (2) work with activists or policy makers on social change issues or social policy issues, or (3) they may design their own fieldwork experience. For example, a student with a concentration in women's health might decide to work in a family planning clinic or she might decide to work with activists trying to change health care for teen moms or she might decide to interview human rights activists about women's health in another region of the world.

Students who select this option should have taken a course on methods prior to their on-site experience. They will be required to arrange with their adviser a contract/proposal that will include the kind of data they will collect, how it will be recorded and analyzed, and the kind of product they will produce at the end of their senior year. Final projects can be either written or visual but must be decided before a student begins the work.

Option 3: WOST 360/370 Senior Thesis

This option is the traditional senior Honors thesis which requires two units over the senior year. See Academic Distinctions in the Wellesley College Bulletin for requirements and permission. Students may combine options 2 and 3 if the project fulfills the thesis requirements. A thesis does not need to have an experiential component but typically it is based on some original research.

A minor in Women's Studies consists of five courses, of which one must be chosen from among WOST 120, WOST 208 or WOST 222, and of which one must be a 300-level course (not 350 or 350H) offered within the department. A total of at least three courses must be taken within the Women's Studies department. Minors must devise a three-course "concentration" (see above) in consultation with a Women's Studies faculty advisor (the Chair or any of the four Women's Studies faculty members). Not more than one unit can be a 100-level course.

Women's Studies AP Policy

Women's Studies does not allow students to count AP credits towards the fulfillment of the major or minor.

Interdepartmental, Individual and Structured Individual Majors and Minors

The College offers a number of established interdepartmental and structured individual major and minor programs. In addition, a student may design an individual major. All interdepartmental and individual majors must include at least four units of coursework in one department above the Grade I level, and at least two Grade III units of coursework. Students should refer to The Academic Program section of the catalog where The Major is described for further information about selecting a major.

Interdepartmental Major in American Studies

Directors: *Silbey (Sociology), Cain (English)*

The American Studies major seeks to understand the American experience through a multi-disciplinary program of study.

For students declaring the major before June 1, 1997, the requirements for the major are as follows: nine courses are required for a minimum major, including American Studies 101, two Grade III level courses, plus American Studies 317 or 318, the required integrative seminar. At least two of these nine courses must be taken in group A, and at least two must be taken in group B. To ensure sufficient concentration in a single American field, at least four courses above the Grade I level must be elected in one department; and at least one of these must be a Grade III course. It is recommended that majors elect the integrative seminar in their junior or senior year.

For students declaring the major after June 1, 1997, and all students in the class of 1999 the requirements for the major are as follows. Nine (9) unit courses are required for the major, at least six (6) of which should be taken at Wellesley College. These courses include American Studies 101, which should be completed before the end of the junior year; at least two courses in historical studies (HS); one course in literature (LL); one course in the arts (ARS); and one course from either social and behavioral analysis (SBA); epistemology and cognition (EC); or religion, ethics and moral philosophy (REP). Students are also expected to take at least two Grade III level courses, one of which should be American Studies 317 or 318. To ensure some concentration in a field of American society and culture, at least three courses should be elected in one department.

Within this structure students are encouraged to explore the diversity of American culture, and the many ways to interpret it. Most courses at the College that are primarily American in content may be applied to the American Studies major, with permission of the program directors. American Studies majors are encouraged to take as part of, or in addition to, their major courses, surveys of American history, literature, and art (for example, History 203/204, English 262/266,

Art History 231/232) and a course on the American Constitution and political thought. In addition, students are urged to take one or more courses exploring theory and methods of knowledge creation and production (for example, PHIL 314, 345, SOC 300/301, or QR 199).

Students eligible for honors work and considering doing a thesis during their senior year should plan to locate a thesis advisor, specify their project, and begin work before the end of their junior year. Courses of study, and the possibility of honors work, should be discussed with the American Studies directors.

Courses in the American Studies Department (with the exception of 101, 350, 360, 370) fulfill either the Group A or Group B¹ distribution requirement as indicated.

AMST 101 Introduction to American Studies *Tien (American Studies)*

An examination of selected cultural, historical, literary, and political events, figures, and texts, to develop a functional vocabulary for further work in American Studies or related fields. Themes include: immigration, ethnicity, and pluralism; innovation and reform; "frontiers" and expansion; and the tension between collective and regional American identities.

Prerequisite: None. This course is required of American Studies majors and should be completed before the end of the junior year.

Distribution: None

Semester: Fall

Unit: 1.0

AMST 317 Seminar. Advanced Topics in American Studies

Cain (English)

Topic for 1998–99: From the Gilded Age to the Progressive Era: American Culture and Society, 1877–1920. A wide-ranging inter-disciplinary study of the emergence of America as an industrial and imperial power. Topics for classroom discussion and research projects will include: capital and labor, industrialization, the Wild West, the New South, city and suburb, political parties, African-American political and educational movements, immigration and ethnicity, progressivism, gender and sexuality, women regional writers (e. g., Cather, Jewett, Chopin), environmentalism, sports and leisure activity, foreign policy and empire, and World War I. Materials will include literary texts, historical documents, speeches, laws and court cases, diaries, autobiographies, political cartoons, movies. We will consider such important, influ-

ential, and often controversial figures as Mark Twain, Booker T. Washington, William James, Emma Goldman, Theodore Roosevelt, and the film-maker D. W. Griffith, and many more from the top to the bottom of the social scale.

Prerequisite: None. Enrollment is limited to fifteen and preference is given to American Studies Majors.

Distribution: Language and Literature/A

Semester: Fall

Unit: 1.0

Rosenwald (English)

Topic for 1999–2000: Multilingual America. An investigation of some scenes in American writing that depict encounters between cultures, and of some of the issues reflected in these encounters. Readings will include works of literature but also works of linguistics, anthropology, and politics; discussion will focus not only on the representation of languages and dialects in American literature but also on the politics of languages and dialects in American society. Among the authors read: James Fenimore Cooper, Mark Twain, Henry James, Kate Chopin, Benjamin Whorf, Zora Neale Hurston, William Labov, Cynthia Ozick, Richard Rodriguez, and Gloria Anzaldua.

Prerequisite: None. Enrollment is limited and preference given to American Studies Majors.

Distribution: Language and Literature/A

Semester: Fall

Unit: 1.0

AMST 318 Seminar. Advanced Topics in American Studies

Varon (History)

Topic for 1998–1999: Partisanship and Patriotism: American Political History from the Age of Jackson to the Age of Lincoln. An investigation of American politics from 1828 to 1865, with attention to the nature of presidential, congressional, and judicial leadership; the constituencies and ideologies of political parties; the political cultures of disenfranchised groups; and the ways that fiction, theater, music and art have been used as media for political expression. Rather than attempting a survey style overview of the period in question, we will undertake an in-depth analysis of a series of pivotal events, including the Cherokee Removal, Nat Turner's *Slave Rebellion*, the storied "Log Cabin" presidential campaign of 1840, the Seneca Falls Women's Rights Convention, the publication of Harriet Beecher Stowe's *Uncle Tom's Cabin*, the Supreme Court's Dred Scott decision, and the Emancipation Proclamation.

Prerequisite: None. Enrollment is limited and preference given to American Studies Majors.

Distribution: Historical Studies/B¹

Semester: Spring

Unit: 1.0

Bedell (Art History)

Topic for 1999–2000: Disneyland and American Culture. One of the most visited tourist attractions in the world, subject of thousands of articles and books, adored by millions yet reviled by many intellectuals, Disneyland has occupied a prominent place in American culture since it opened in 1955. This seminar will examine Disneyland from multiple perspectives: as an expression of middle class American values, as a locus of corporatism and consumerism, as a postmodern venue, as a utopia, as an influence upon architecture and urban design. In a broader sense, we'll use Disneyland to explore the ideals, the desires, and the anxieties that have shaped post-World War II American culture. In the process, we will look at World's Fairs, amusement parks, malls, domestic architecture, movies, and toys.

Prerequisite: None. Enrollment is limited and preference given to American Studies majors.
Distribution: Historical Studies/B¹
Semester: Spring Unit: 1.0

AMST 350 Research or Individual Study

Prerequisite: Open by permission of the director to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

AMST 360 Senior Thesis Research

Prerequisite: By permission of director. Students eligible for honors work and considering doing a thesis during their senior year should plan to locate a thesis advisor, specify their project, and begin work before the end of their junior year. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

AMST 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

The following is a list of courses that may be included in an American Studies major. If a student has a question about whether a course not listed here can count toward the major, or if she would like permission to focus her concentration on a topic (e.g., law) studied in more than one department, she should consult the directors.

AFR 208 Women in the Civil Rights Movement

AFR 305 African-American Feminism

ANTH 210 Racism and Ethnic Conflict

ARTH 225 Modern Art Since 1945

ARTH 231 Architects and Buildings of Nineteenth-Century North America

ARTH 232 American Painting from the Puritans to World War II

ARTH 260 North American Indian Art

ARTH 262 Introduction to African-American Art

ARTH 320 Seminar. American Architecture. Topic for 1998–99: 19th-Century Vernacular Architecture in New England.

ARTH 335 Seminar. Whitehead Colloquium on Critical Thought. Topic for 1998–99: Modern Art and Cultural Memory.

ARTH 398 Native American Ceramics of the Southwest, Prehistoric to Contemporary (MFA Seminar)

ECON 204 U.S. Economic History

ECON 225 Urban Economics

ECON 226 Education, Welfare, and Taxes

ECON 229 Women in the Labor Market

ECON 232 Health Economics

ECON 243 Race and Gender in U.S. Economic History

ECON 329 Labor Economics

EDUC 212 History of American Education

EDUC 214 Youth, Culture and Student Activism in Twentieth-Century America

EDUC 306 Seminar. Women, Education and Work.

EDUC 312 Seminar. History of Child Rearing and the Family.

ENG 261 The Beginnings of American Literature

ENG 262 The American Renaissance

ENG 266 Early Modern American Literature

ENG 267 Late Modern and Contemporary American Literature

ENG 363 Advanced Studies in American Literature

ENG 364 Race and Ethnicity in American Literature

EXTD 232 New Literatures: Lesbian and Gay Writing in America

HIST 203 History of the United States, 1607–1877

HIST 204 History of the United States, 1877–1968

HIST 252 Race and Ethnicity in Early America

HIST 255 American Environmental History

HIST 257 History of Women and Gender in America

HIST 258 Freedom and Dissent in American History

HIST 291 1968: The Pivotal Year

HIST 292 Sectionalism, The Civil War, and Reconstruction

HIST 340 Seminar. Interdisciplinary History.

HIST 354 Seminar. Family History.

MUS 335 Music in Historical/Critical Context: Cold War Modern (same as ARTH 335)

POL1 200 American Politics

POL1 210 Political Participation and Influence

POL1 212 Urban Politics

POL1 215 Courts, Law, and Politics

POL1 311 The Supreme Court in American Politics

POL1 313 American Presidential Politics

POL1 314 Congress and the Legislative Process

POL1 315 Public Policy Analysis

POL1 316 Mass Media in American Democracy

POL1 318 Seminar. Conservatism and Liberalism in Contemporary American Politics.

POL1 320 Seminar. Inequality and the Law.

POL1 333 Seminar. Ethics and Politics.

POL3 324 Seminar. Religion and American Politics.

POL4 340 American Political Thought

REL 218 Religion in America

SOC 103 Social Problems: An Introduction to Sociology

SOC 138 The Social Construction of Conformity and Deviance: An Introduction to Sociology

SOC 209 Social Inequality

SOC 210 Race and Ethnicity

SOC 215 Sociology of Popular Culture

SOC 216 Mass Media and Communications

SOC 217 Power: Personal, Social, and Institutional Dimensions

SPAN 255 Chicano Literature: From the Chronicles to the Present

WOST 111 American Families

WOST 208 The Social Construction of

Interdepartmental Major in Architecture

Directors: *Friedman (Art), Harvey^{Art} (Art)*

A major in architecture offers the opportunity for study of architectural history and practice through an interdisciplinary program. Following Vitruvius' advice on the education of the architect, the program encourages students to familiarize themselves with a broad range of subjects in the humanities, sciences, and social sciences. Students may also elect courses in studio art, mathematics, and physics which lead to appreciation of the principles of design and the fundamental techniques of architecture.

Although courses at MIT are not required for the major, the MIT-Wellesley exchange provides a unique opportunity for students to elect advanced courses in design and construction. Students are also encouraged to consider travel or study abroad as important aspects of their education in architecture, and to take advantage of the wide resources of the College and the Department of Art in pursuing their projects.

Each student designs her program of study individually in consultation with the directors. Majors are required to take ARTH 100-101 (100, before 1994-95), and ARTS 105. In addition, four units of coursework above the Grade I level and two Grade III units of coursework must be taken in the Department of Art. At least three of these Art units (including one at Grade III level) must be taken at Wellesley College.

Students may include selections from the list below in their core programs.

ARCH 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARCH 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARCH 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

History of Art

ARTH 100 Introduction to the History of Art: Ancient and Medieval

ARTH 101 Introduction to the History of Art: Renaissance to the Present

ARTH 200 Architecture and Urban Form

ARTH 203 Cathedrals and Castles of the High Middle Ages

ARTH 223 The Decorative Arts

ARTH 228 Nineteenth- and Twentieth-Century Architecture

ARTH 229 Renaissance and Baroque Architecture

ARTH 231 Architects and Buildings of Nineteenth-Century North America

ARTH 233 Domestic Architecture and Daily Life

ARTH 235 Landscape and Garden Architecture

ARTH 247 Islamic Art and Culture

ARTH 309 Seminar. Problems in Architectural History

ARTH 320 Seminar. American Architecture

ARTH 340 Seminar. Topics in American Art

Studio Art

ARTS 105 Drawing I

ARTS 109* Basic Two Dimensional Design (formerly ARTS 209)

ARTS 113* Basic Three Dimensional Design (formerly ARTS 213)

ARTS 207 Sculpture I

ARTS 217 Life Drawing

ARTS 307 Sculpture II

ARTS 314 Advanced Drawing

MIT

4.101 Introduction to Architectural Design I

4.104 Introduction to Architectural Design II

4.125 Architectural Design: Level I (2 Wellesley units) *Prerequisite:* 4.101 and 4.104

4.126 Architectural Design: Level I (2 Wellesley units) *Prerequisite:* 4.125

4.401 Introduction to Building Technology

Mathematics

MATH 115 Calculus I

MATH 116 Calculus II

MATH 205 Intermediate Calculus

Physics

PHYS 104 Basic Concepts in Physics I with Laboratory

PHYS 107 Introductory Physics I with Laboratory

Interdepartmental Major in Biological Chemistry

Director: *Wolfson (Chemistry)*

The Departments of Biological Sciences and Chemistry offer an interdepartmental major in Biological Chemistry which gives opportunity for advanced study of the chemistry of biological systems.

In addition to two courses in Biochemistry (Chemistry 228 and 328), the area of concentration must include the following courses: Chemistry (a) both 110 and 111, or 120; (b) 211; (c) either 232 or 231; Biology (a) 110 or 110X or 110Z; (b) 219; (c) 220; (d) one course from among the following: 313, 314, 316, 317; (e) one additional Grade III course excluding 350, 360, 370; Physics (104 or 107); and Mathematics (116, 116Z, 120 or equivalent). Students should be sure to satisfy the prerequisites for the Grade III courses in biology and chemistry. Note that Physical Chemistry for the Life Sciences with Laboratory (CHEM 232) will be taught only second semester. Note that CHEM 114/114E satisfy the CHEM 110 requirement, and CHEM 115/115E/115Z satisfy the CHEM 111 requirement.

A recommended sequence of required courses would be: Year I, Chemistry 110 and Math or Physics; Chemistry 111 and Biology 110. Year II, Chemistry 211 and Biology 219; Biology 220 and Math or Physics. Year III, Chemistry 228 and Math; Chemistry 328 and 232. Year IV, Grade III Biology courses and Independent Study.

Please discuss your program with the Director as soon as possible. Exemption of Biology 110 means a more advanced Biology course must be taken.

BIOC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

BIOC 360 Senior Thesis Research

Prerequisite: By permission of the department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

BIOC 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Interdepartmental Major in Chinese Studies

Directors: *Lam (Chinese), Joseph (Political Science)*

Chinese Studies is an interdisciplinary major that is offered as an alternative to the Chinese departmental major and is designed for students whose primary interests are in areas other than language and literature. Ten courses are required for the major. Students must complete at least five courses of Chinese language (or the equivalent in the case of native speakers). They must also take a minimum of five non-language courses, two of which must be at the 300 level. At least three of the non-language courses must be from outside the Chinese Department. One of the non-language courses may deal with a part of East Asia other than China. (The non-language courses focusing on China are listed below). Students are encouraged to spend a summer and/or semester studying in a Chinese-speaking part of the world.

CHST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CHST 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CHST 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Related Courses

For Credit Toward the Major

ARTH 244 Arts of Ancient China: Neolithic to the T'ang Dynasty

ARTH 245 The Garden in Asia

ARTH 248 Chinese Painting: T'ang Dynasty to the 18th Century

ARTH 337 Seminar. Topics in Chinese Painting.

CHIN 106 Chinese Literature Through the Song Dynasty (English)

CHIN 107 Chinese Literature After The Song Dynasty (English)

CHIN 213 Diverse Cultures of China (English)

CHIN 243 Chinese Cinema (English)

CHIN 316 20th-Century Literature (Chinese/English)

CHIN 330 Women in Chinese Literature (English)

CHIN 340 Topics in Chinese Literature (English)

ECON 239 The Political Economy of East-Asian Development

ECON 241 Economic Development of Greater China

HIST 275 Imperial China

HIST 276 China in Revolution

HIST 346 China and America: The Evolution of a Troubled Relationship

HIST 347 The Cultural Revolution in China

HIST 352 Seminar. Tiananmen as History.

HIST 368 Seminar. Chinese Voices of Dissent.

POL2 208 Politics of China

POL2 239 Political Economy of East Asian Development

REL 108 Introduction to Asian Religions

REL 108M Introduction to Asian Religions

REL 253 Buddhist Thought and Practice

REL 254 Chinese Thought and Religion

REL 258 Tibetan Buddhism

REL 353 Seminar. Zen Buddhism

WOST 248 Asian-American Women Writers

WOST 249 Asian-American Women in Film
and Video

Interdepartmental Major and Minor in Cognitive Science

Director: *Lucas (Psychology)*

A major in Cognitive Science is designed to provide students with the breadth necessary for an interdisciplinary approach to the study of the mind, as well as with substantive training in one of the component disciplines (Psychology, Artificial Intelligence, Linguistics, or Philosophy. Students interested in a focus in Neuropsychology are advised to consider the Psychobiology major).

Students majoring in Cognitive Science must take a minimum of ten (10) courses for the major. Courses eligible for the major are listed below although students are encouraged to consult the MIT Catalogue for additional offerings in the major.

Students must fulfill the following five core requirements:

CS 111 Introduction to Computer Science

LANG 114 Introduction to Linguistics or PSYC
216 Psychology of Language

One of PSYC 215-219 or BISC 213

PHIL 215 Philosophy of Mind

PSYC 330 Topics in Cognitive Science. Topic for
1997-98: Evolutionary bases of human thought

The student must also design a concentration for the major that involves a minimum of four units, one of which must be at the 300 level. The tenth unit can (but need not) be a course listed under a different concentration. In designing concentrations, students should consult the following recommendations for possible concentrations:

Psychology:

Students who concentrate in psychology must take PSYC 205 and 214r. In addition at least two of the following courses should be taken: PSYC 215-219, 316, 318, 319, 335; LANG 322; BISC 213, 315.

Computer Science:

Students concentrating in computer science must take CS 230 and CS 232. In addition, at least two of the following courses should be taken: CS 231, 235, 249, 251, 305, 310, 332, 332. CS 349 may be taken after consultation with the student's advisor.

Linguistics:

In addition to LANG 114, students concentrating in linguistics should take at least 4 of any of the following courses: LANG 240, 244, 312, 322; PSYC 216, 316; PHIL 207.

Philosophy:

Students concentrating in philosophy should take at least 4 of any of the following courses: PHIL 207, 216, 217, 221, 314, 345. PHIL 349 may be taken after consultation with the student's advisor.

Students in any concentration may also elect independent studies and honors projects:

CGSC 350 Research or Independent Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CGSC 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

CGSC 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

A minor in cognitive science can be elected only by students who are pursuing a major in one of the following disciplines: Computer Science, Language Studies, Philosophy, Psychology, or Psychobiology. Students in a major other than the ones listed here should petition the Director for approval to elect a minor in cognitive science. The five (5) unit minor consists of the core courses listed above. Courses that are included in the core cannot also count towards the student's major. Students who minor in cognitive science are also strongly encouraged to consult the recommendations for concentrations in planning their major.

Structured Individual Major in Comparative Literature

Director: *Weiner (Russian)*

The comparative literature major is a structured individual major for students seeking to study literature across departmental, national, and linguistic boundaries. Students in comparative literature devise their own programs in careful consultation with two advisors, one in each of two departments, and with the director of the program.

Students who major in comparative literature should, in putting their major together, be aware of the many and diverse courses here that pertain to the study of literature.

These include, but are not limited to:

- 1) courses in literary history;
- 2) courses in particular literary genres;
- 3) courses in the theory of literature;
- 4) courses in linguistics;
- 5) courses on the theory and practice of translation.

Many courses combine or fall between these categories.

Students should also be aware of the many courses on literature in translation, and should consult the list of these courses on p. 336.

Directions for Election:

- 1. Majors in comparative literature shall complete a minimum of 10 courses. All of these courses must count towards the major in the departments in which they are offered.
- 2. Of these courses, one shall be ICPL 330, the comparative literature seminar.
- 3. In addition to ICPL 330, at least 2 more courses shall be taken at the 300-level.
- 4. Majors shall take 300-level courses in at least two languages, of which English may be one, and in at least two departments, and shall meet departmental prerequisites for these courses.
- 5. Majors shall take at least one course outside of the modern period in at least one of the literatures they are studying; what "the modern period" means for a particular literature will depend on the literature, and will be determined by the major's advisors.
- 6. Majors shall take some course offering a theoretical perspective helpful to their particular

course of study. Sometimes this would be English 282: Introduction to Literary Theory or English 382: Criticism. But other courses, too, could meet this requirement. A student focusing on the multilingual literatures of North America might meet this requirement with Language Studies 312: Bilingualism; a student focusing on the process of intercultural adaptation and translation might meet it with French 308: Advanced Studies in Language I.

7. Majors shall take some course in which they do a substantial piece of independent work in comparative literature. This course may be ICPL 330, or a 350 in a pertinent department, or ICPL 360 and/or ICPL 370, or another course chosen by the student in consultation with her advisors.

In general, programs will be worked out in relation to the major's particular languages and interests. Examples of possible interests would include poetry, the novel, women's writing, and the relations between politics and literature.

ICPL 330 Comparative Literature

Ward (Italian)

Topic for 1998–99: Narrative Practices. Drawing on literary and cinematic texts from a variety of national traditions (British, French, German, Italian and Russian), and from a range of disciplines, including history and philosophy, the course explores narrative's function as a fundamental component of all intellectual inquiry. Topics to be studied will include: narrative and social reality; narrative and the self; narrative and the other; narrative and history; narrative and the unspeakable; narrative and nationhood; narrative and the postmodern. Authors to be read will include: Mikhail Bakhtin, Roland Barthes, Italo Calvino, Claude Simon and Christa Wolf.

Prerequisite: None
Distribution: Language and Literature
Semester: Spring Unit: 1.0

ICPL 360 Senior Thesis Research

Prerequisite: By permission of the Director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ICPL 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

Experimental

According to College legislation, the student-faculty Committee on Educational Research and Development has the authority to recommend experimental courses and programs to Academic Council. Faculty members and students are invited to submit their ideas to the Committee. In 1998–99 the following experimental courses will be offered:

Courses in the Experimental Department fulfill the distribution requirements as indicated.

CS 100 Introduction to Internet Research and Resources

Orr (Computer Science)

An introduction to computers and the World Wide Web. Students learn to search, access, and critically evaluate information available on the internet. Topics include an exploration of copyright, privacy, and security issues of digital data and electronic communications, together with the basic computer science underpinnings of these issues. Students use HTML and other authoring tools to maintain a web-published portfolio of their internet research. Students with significant computing and internet experience should consider 110 or 111.

Prerequisite: None. No prior background with computers is expected.
Distribution: None. Fall: Open to entering students or by permission of the instructor. Spring: Open to all students.
Semester: Fall, Spring Unit 0.5

EXP 230 Art As Language

Brenzel (Education), Rayen (Art)

This course examines radical changes in the making and teaching of art in the 20th century and the new relationship that developed among art, progressive education and the community. Our time will be equally divided between lecture/discussion periods and studio experience, concentrating on exercises in drawing, color and design modeled after the foundation courses at the Bauhaus (German, 1919–1933) and Black Mountain College (USA, 1933–1956). The studio component will stress learning art as a language and a tool to aid perception and not as a technical skill. Within the intent of each exercise, experimentation will be encouraged. Open to all students. No previous studio experience is required.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video/A
Semester: Fall Unit: 1.0

**PHYS 265 Thinking Physics: Developing A
Physicist's Habits of Mind**

Ducas (Physics)

This seminar will emphasize the development of a repertoire of critical skills and knowledge necessary for understanding and doing physics. These skills include conceptual problem-solving, making connections across fields, testing mathematical models, asking and answering analytical questions and making effective presentations of results.

Co-requisite: 202

Distribution: Mathematical Modeling or Natural and
Physical Science/C

Semester: Fall

Unit: 1.0

Extrdepartmental

The following section includes several separate courses of interest to students in various disciplines.

Courses in the Extrdepartmental Department fulfill either the Group A, Group B¹, Group B², or Group C distribution requirement as indicated.

Reproductive Issues

Professor: *Asch*

**EXTD 103 Introduction to Reproductive
Issues**

NOT OFFERED IN 1998-99. This course explores reproduction in contemporary U.S. society, attending to psychological, social, ethical, and policy implications of pregnancy, childbirth, and parenthood. Reproductive health, technology, and practices are considered in light of the significance of children in different eras and cultures, and of national and international policies concerning children, families, and the status of women.

Prerequisite: None

Distribution: Religion, Ethics, and Moral Philosophy
or Social and Behavioral Analysis/B¹ or B²

Semester: N/O

Unit: 1.0

**EXTD 202 Multi Disciplinary Approaches to
Abortion**

Asch

NOT OFFERED IN 1998-99. Why is abortion an emotionally charged, intellectually troubling, and nationally divisive issue? There is more to the topic of abortion than the conflict between "pro-choice" and "pro-life" positions. We can achieve better understanding of the problem by examining the biological and medical aspects of abortion as well as its religious, social, psychological, and philosophical implications. The class will explore a range of views on such topics as prenatal screening, abortion as a method of sex selection, the moral and legal significance of fathers' claims, and the possible impact of medical and technological advances on the need for abortion. *Enrollment limited to 30 students.*

Prerequisite: Open to sophomores juniors, and seniors who have taken one introductory course in a social science, biology, philosophy, or women's studies.

Distribution: Religion, Ethics, and Moral Philosophy
or Social and Behavioral Analysis/B¹ or B²

Semester: N/O

Unit: 1.0

EXTD 203 Ethical and Social Issues in Genetics

NOT OFFERED IN 1998–99. New genetic technologies confront us with complex questions: Should we use prenatal tests to select children's characteristics? Should genetic information be private and confidential? How should knowledge of the genetic origins of certain conditions affect health policy? If some personality and behavioral characteristics have genetic components, should this change our views about personal responsibility?

Prerequisite: One course in any of the following: Biology, Philosophy, Psychology, Sociology, Women's Studies, or by permission of the instructor. Instructor's signature required for enrollment.

Distribution: Religion, Ethics, and Moral

Philosophy/B¹ or B²

Semester: N/O

Unit: 1.0

EXTD 204 Women and Motherhood

Asch

As poet and feminist Adrienne Rich points out, motherhood is both an "experience and institution." This course highlights how social institutions and cultural beliefs shape the experience and meaning of motherhood. We will contrast motherhood today with motherhood in other cultures and periods, and we will examine how contemporary medical practice and social policy have created new options and new problems for women. Topics will include experience of pregnancy and childbirth, contemporary family policy, reproductive technologies, child abuse, and what have become known as "maternal/fetal conflicts."

Prerequisite: Open to all students.

Distribution: Religion, Ethics, and Moral Philosophy or Social and Behavioral Analysis/B¹ or B²

Semester: Spring

Unit: 1.0

EXTD 300 Ethical and Policy Issues in Reproduction

Asch

NOT OFFERED IN 1998–99. This seminar will analyze divergent views on current ethical questions in reproduction, giving attention to the grounds for these views, and their ramifications for clinical practice and public policy. Feminist and mainstream approaches to bioethics will be contrasted; topics will include: creating families through assisted reproduction and adoption; selecting children's characteristics; the moral obligations of pregnant women; and the moral and legal status of unimplanted embryos and aborted fetuses. *Enrollment limited to 15 students.*

Prerequisite: One of the following: Economics 232; Extradepartmental 103, 203, 204; Philosophy 106, 206, 213, 227, 249; Political Science 215; Psychology 210, 212, 222, 245, 302; Sociology 111, 200, 201, 208, 209, 217, 224, 225, 314, 349; Women's Studies 120, 222, 230, 235, 254; or permission of the instructor.

Distribution: Religion, Ethics, and Moral Philosophy/B¹

Semester: N/O

Unit: 1.0

Other Extradepartmental Courses

EXTD 104 The Literatures of the Caribbean

Belliard-Acosta

NOT OFFERED IN 1998–99. This course will serve as an introduction to the diverse and rich literary traditions of the English, French and Spanish Caribbean. Through close readings of nineteenth- and twentieth-century fictional narratives, we will study the originality and aesthetics of some of the most celebrated Caribbean writers, such as Jamaica Kincaid, Manuel de Jesus Galvan, Patrick Chamiseau, Alejo Carpentier and Cristina Garcia. Special attention will be given to how the authors we study reflect on issues related to the origins, the relation between past and present and the relation of these issues to the question of (national) identity. Within contemporary (post) colonial and feminist theories, we will examine particular modes of representation of racial, cultural, ethnic and sexual identity. Texts written in French and Spanish will be read in English translation, but students who can read them in their original languages are encouraged to do so.

Prerequisite: None

Distribution: Language and Literature

Semester: N/O

Unit: 1.0

EXTD 121 Into the Ocean World

NOT OFFERED IN 1998–99. This course explores how oceans influence the development of human society and how man's exploitation of marine resources can result in ecological and economic crises. Through current and historical examples, principles of marine ecology, environmental policy and human economics are introduced. Lectures are combined with field trips to museums and Nantucket Island to illustrate the link between ecological and economic health. Offered by the Marine Studies Consortium.

Prerequisite: Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.

Distribution: None

Semester: N/O

Unit: 1.0

EXTD 123 Water: Planning for the Future

A comprehensive introduction to the economics and ecology of water supply and water pollution control. Topics include watershed management, groundwater protection and wastewater treatment. The inherent difficulty in applying static laws and regulations to a dynamic natural resource such as water is a recovering theme. Offered by the Marine Studies Consortium.

Prerequisite: Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.
Distribution: None
Semester: Fall Unit: 1.0

EXTD 124 Introduction to Marine Mammals

This course explores the biology, and natural history of marine mammals in the North Atlantic, including whales, dolphins and seals. Topics include evolution, anatomy, behavior, field identification, the history of whaling and contemporary whaling issues. Demonstration laboratory work. One Saturday field trip on Massachusetts Bay is required. Offered by the Marine Studies Consortium. *College-level biology course.*

Prerequisite: Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.
Distribution: None
Semester: Spring Unit: 1.0

EXTD 126 The Maritime History of New England

This course surveys New England's maritime history from the earliest Native American fishery to the shipbuilding and commerce of today. Course themes will include historical, political and economic developments. Activities include field trips to museums and marine archeological sites. Offered by the Marine Studies Consortium.

Prerequisite: Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.
Distribution: None
Semester: Spring Unit: 1.0

EXTD 128 Coastal Zone Management

This course presents a survey of the coastal environment, its physical characteristics, natural systems, economic uses and development pressures. Lectures examine strategies formulated in the U.S. for land and water resource management in the coastal zone. The roles of federal, state and local government, environmental groups and

resource users are also explored. Comparison with problems elsewhere in the world provides a global perspective. Offered by the Marine Studies Consortium.

Prerequisite: Open to students by permission of the Consortium representative, Harold Andrews, Geology Department.
Distribution: None
Semester: Spring Unit: 1.0

EXTD 151 The Asian-American Experience
Kodera (Religion)

NOT OFFERED IN 1998-99. An interdisciplinary introduction to the study of Asian-Americans, the fastest growing ethnic group in North America. Critical examination of different stages of their experience from the "coolie labor" and "yellow peril" to the "model minority" and struggles for identity; roots of Asian stereotypes; myth and reality of Asian women; prejudice against, among and by Asians; and Asian contribution to a more pluralistic, tolerant and just American society. Readings, films, lectures and discussions.

Prerequisite: None
Distribution: Historical Studies or Religion, Ethics, and Moral Philosophy/B¹
Semester: N/O Unit: 1.0

EXTD 216 Mathematics for the Physical Sciences

Stark (Physics)

Mathematical preparation for advanced physical science courses. Topics include advanced integration techniques, complex numbers, vectors and tensors, vector calculus, ordinary differential equations, Fourier series and transforms, partial differential equations and special functions (Legendre, Laguerre, and Hermite polynomials, Bessel functions), matrices, operators, linear algebra, and approximation techniques.

Prerequisite: Mathematics 205 and Physics 104 or 107.
Distribution: Mathematical Modeling or Natural and Physical Science/C
Semester: Spring Unit: 1.0

EXTD 223 Gender in Science

NOT OFFERED IN 1998-99. An inquiry into the emergence of modern science, the role that women have played in its development, and the biographies of some prominent women scientists. Consideration will be given to literature on sex differences in scientific ability, the role of gender in science, and the feminist critique of science.

Prerequisite: None
Distribution: Social and Behavioral Analysis/B
Semester: N/O Unit: 1.0

EXTD 224 Culture, Intoxication, Addiction
Viano (Italian)

Intoxication and addiction are the focus of constant attention in the media, in the scholarly press inside and outside of academia, and in the arts. Several disciplines and perspectives compete to define what constitutes relevant information on the (ab)use of legal and illegal drugs. This course provides students with a unique opportunity to encounter texts representing intoxication and/or addiction from a variety of perspectives. More specifically we will explore the controversy over the definitions of addiction, religious intoxication, the history of prohibition, racial and post-colonial ramifications of the drug war, and the possibility of a "drug peace."

Prerequisite: Open to juniors and seniors.
Distribution: Social and Behavioral Analysis/A
Semester: Spring Unit: 1.0

EXTD 231 Interpretation and Judgment of Films

Shetley (English)

An introduction to viewing, interpreting, and writing about film. Masterworks of international cinema in the sound era will be screened, with films chosen both for artistic excellence and to illustrate the expressive possibilities of the medium. Directors studied include Welles, Hawks, Altman, Godard, Varda, Antonioni, Imamura and Ray.

Prerequisite: None
Distribution: Arts, Music, Theatre, Film, Video/A
Semester: Fall Unit: 1.0

EXTD 232 New Literatures: Lesbian and Gay Writing in America

Cooper (English)

Fiction, autobiography, and poetry by lesbian and gay writers primarily from the post-Liberation period, including Dorothy Allison, Judy Grahn, Audre Lorde, Joan Nestle, Robert Ferro, Andrew Holleran, David Leavitt, and Edmund White. Special attention will be given to the aesthetic and political issues raised by redefinitions of sexual identity.

Prerequisite: None
Distribution: Language and Literature/A
Semester: Spring Unit: 1.0

EXTD 334 Seminar. Literature and Medicine
Asch (Reproductive Issues), Respaud (French)

Drawing on texts from different countries, this interdisciplinary course will investigate literature's obsession with medicine. Literary representations of doctors and patients, disability, insanity, AIDS, birth, death and grief, the search for healing and the redemptive power of art. Attention will be given to the links between medical diagnosis and literary interpretation. Differences between the treatment of medical issues in fiction and in autobiographies will also be explored. This course should be of interest and accessible to everyone. Particularly in the third and fourth segments, visual representations will also be introduced.

Prerequisite: One Grade II level course in literature.
Distribution: Language and Literature/A or Religion,
Ethics and Moral Philosophy/B¹
Semester: Spring Unit: 1.0

Interdepartmental Major in French Cultural Studies

Director: *Datta (French)*

Wellesley also offers an interdepartmental major in French Cultural Studies which combines courses from the Department of French with those in Art, Political Science, History, Music, or any other department offering courses on France or francophone countries. French Cultural Studies majors ordinarily work closely with two advisors, one from the French Department and one from the other area of concentration.

The major in French Cultural Studies consists of a minimum of eight (8) courses. Students who begin French at Wellesley may count French 101-102 towards the major. At least four units above the Grade I level are required. One of those units must be French 207 or French 220; a student may not count towards the major both 201-202 and 203-204, or both 206 and 226. Finally, at least one unit in French at the Grade III (advanced) level is required, and at least one of the following courses must be elected: 211 or 308. As for all majors, two courses are required at the Grade III level.

FRST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

FRST 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.
Distribution: None
Semester: Fall Unit: 1.0

FRST 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Spring Unit: 1.0

Students will also take a minimum of two units in related departments from among the following:

AFR 207 Images of Africana People through the Cinema

AFR 213 Economy and Society in Africa

ARTH 202 Medieval Representational Arts

ARTH 203 Cathedrals and Castles of the High Middle Ages

ARTH 219 Nineteenth-Century Art from the French Revolution to Impressionism

ARTH 223 The Decorative Arts

ARTH 224 Modern Art to 1945

ARTH 226 History of Photography: From Invention to Advertising Age

ARTH 228 19th- and 20th-Century Architecture

ARTH 229 Renaissance and Baroque Architecture

ARTH 234 Topics in Nineteenth-Century Art

ARTH 253 The Beautiful Book: Medieval and Renaissance Book Illumination in France and Italy

ARTH 312 Seminar. Topics in Nineteenth-Century Art

ARTH 323 Studies in Decorative Arts: Josephine and the Arts of the Empire

ARTH 332 Seminar. Medieval Art

ICPL 330 Seminar. Comparative Literature. Topic for 1998-99: Narrative Practices

EXTD 334 Seminar. Literature and Medicine

HIST 218 Jews in the Modern World, 1815–Present

HIST 224 The Healing Arts: Medicine and Society in Medieval and Renaissance Europe

HIST 225 Age of Charlemagne

HIST 234 The Later Middle Ages, 1200 to 1500

HIST 235 Utopia: Culture and Community in Medieval and Renaissance Europe

HIST 236 The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

HIST 237 Modern European Culture: The Nineteenth and Twentieth Centuries

HIST 241 Europe 1914 to 1989

HIST 244 History of Modern France, 1789-1981

HIST 264 The History of Precolonial Africa

HIST 265 History of Modern Africa

HIST 266 The Struggle Over North Africa, 1800 to Present

HIST 328 Anti-Semitism in Historical Perspective

HIST 334 Seminar. European Cultural History

HIST 338 Seminar. European Resistance Movements in World War II

HIST 361 Seminar. Contemporary European History

MUS 210/AFR 210 Folk and Ritual Music of the Caribbean

MUS 225/325 AFR 232/332 Topics in Ethnomusicology: Africa and The Caribbean

PHIL 223 Phenomenology and Existentialism

POL2 205 Politics of Europe and the European Union

POL2 209 African Politics

POL2 381 Seminar. The Politics of the European Union

For courses not exclusively on France or a Francophone topic, students are expected to write their main paper(s) on a French theme. In addition, and in consultation with the Director, research and individual study (350) may be approved.

Teacher Certification: Students interested in obtaining certification to teach French in the Commonwealth of Massachusetts should consult Michèle Respaut and the Chair of the Department of Education.

Interdepartmental Major in German Studies

Director: *Ward (German)*

This interdisciplinary and interdepartmental major is designed to provide the student with a broader understanding of the cultures of Germany, Austria and Switzerland by achieving an advanced level of language proficiency and by studying the art, history, literature, philosophy, and politics of these countries in depth. 202 may count to the 8-unit minimum major. 231 and two 300-level units are required. A minimum of 5 units should be completed in the German Department, one of them at the 300-level. The elective units taken in the German department may be drawn from courses taught in German or English, including either Writing 125/German 120 or 121.

The remaining minimum of three elective units may be drawn from any of the cross-listed courses. A student who enrolls in these courses is expected to do a project or paper on a German, Austrian, or Swiss topic in order to count the course toward her German Studies major. Or, she may also do an interdisciplinary 360-370 project that is supervised by an interdepartmental committee. With approval of the relevant department, courses taken abroad may count at the 200-level toward the major. A course in German history is highly recommended, as are two units from a single allied field. While it is helpful to have an advisor in the allied field, a student's major advisor is in the German Department and must approve all individually constructed German Studies programs.

GER250 Research or Individual Study

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring

Unit : 1.0

GER250H Research or Individual Study

Prerequisite: Open by permission.

Distribution: None

Semester: Fall, Spring

Unit : 0.5

GER 298/ARTH 298 (Wintersession in Vienna) Turn-of-the-Century-Vienna: Encountering the Arts
Rhodes (Art)

In the last decade of the 19th, and the first two decades of the 20th century, the capital of the Austro-Hungarian Empire witnessed a remarkable florescence of the arts. This creative renaissance undertook both a subversive critique of establishment culture and a radical project to redesign life for the modern age. The innovative aesthetic strategies include: rejecting decoration and decorum to expose the fundamental and the repressed; exploring the sordid and the extreme; generating provocative new artistic vocabularies and compositional systems. We will survey the fruits of this modernist breakthrough in the paintings of Klimt, Schiele, and Kokoschka; and in the architecture and design of Loos, Wagner, and Hoffmann. The works of these artists and their contemporaries will be the focus of our studies in Vienna. By studying the works in their context, we will take advantage of the most important art and monuments of earlier periods as well. *Taught in English. Students may register for either GERS 298 or ARTH 298. Credit will be given in the department in which the student is registered.*

Prerequisite: Open only to students enrolled in the German 202 section taught in Wintersession-in-Vienna (January 1999). The course is designed to augment the language study of the GER 202 class.
Distribution: Arts, Music, Theatre, Film, Video
Semester: Wintersession Unit: 0.5

GER 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GER 350H Research or Individual Study

Prerequisite: Open by permission.
Distribution: None
Semester: Fall, Spring Unit : 0.5

GER 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit: 1.0

GER 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring Unit: 1.0

ARTH 224 Modern Art to 1945

ARTH 225 Modern Art since 1945

ARTH 298/GER 298 Turn of the Century Vienna: Encountering the Arts

ARTH 311 Northern European Painting and Printmaking

ARTH 290/SOC 290 Propaganda and Persuasion in the Twentieth Century

HIST 201 Modern European History

HIST 217 The Making of European Jewry 1085-1815

HIST 218 Jews in the Modern World, 1815-Present

HIST 236 The Emergence of Modern European Culture: The Seventeenth and Eighteenth Centuries

HIST 237 Modern European Culture: The Nineteenth and Twentieth Centuries

HIST 240 The World at War: 1937-1945

HIST 241 Europe 1914-1989

HIST 245 Germany in the Twentieth Century

HIST 334 Seminar. European Cultural History

HIST 338 Seminar. European Resistance Movements in World War II

HIST 341 Seminar. The Nature and Meanings of History

HIST 367 Seminar. Jewish Ethnicity and Citizenship

MUS 300 Major Seminar. Studies in History, Theory, Analysis, Special Topics. Topic B: Arnold Schoenberg, Theorist, Topic D: The Cantatas of Johann Sebastian Bach

PHIL 223 Phenomenology and Existentialism

PHIL 302 Kant's Solution to Skepticism and Solipsism

PHIL 303 Kant's Metaethics

POL2 205 Politics of Western Europe

POL4 242 Contemporary Political Theory

POL2 301 Seminar. Transitions to Democracy

POL2 303 Political Economy of the Welfare State in Europe and America

POL4 342 Marxist Political Theory

REL 224 Hildegard of Bingen

REL 245 The Holocaust and the Nazi State

WRIT 125/GER 120 Views of Berlin

WRIT 125/GER 121 Turn-of-the-Century Vienna: The Birth of Modernism

Interdepartmental Major in International Relations

Directors: *Velenchik (Economics-Fall), Murphy (Political Science-Spring)*

The International Relations major consists of ten (10) courses, which must include the following:

1. CORE COURSES: The core curriculum in International Relations consists of three (3) required courses:

a. Economics 212 (Trade and Migration) or Economics 213 (International Finance and Macroeconomic Policy). These courses replace Economics 214 (International Economics). Students who have already taken Economics 214 have fulfilled the core requirement in Economics.

b. History 103 (History in Global Perspective) or History 269 (Japan, the Great Powers and East Asia, 1853–1993) or History 295 (Strategy and Diplomacy of the Great Powers since 1789, *not offered 1998–99*).

c. Political Science 221 (World Politics) or Political Science 222 (Comparative Foreign Policies).

Because these courses lay the foundation for more advanced work in the subject, *all three must be completed by the end of the fifth semester. Students planning to study abroad should complete these courses before leaving Wellesley.* Majors are encouraged to fulfill the History requirement before the Political Science requirement. Because Economics 212 and 213 have two prerequisites (Economics 101 and Economics 102), majors are encouraged to begin their study of Economics in their first year at the college.

2. LANGUAGE PROFICIENCY: Work in International Relations requires a level of proficiency in language beyond that required by the College's foreign language requirement. Students may indicate their attainment of this enhanced proficiency in one of three ways:

a. A student may take two (2) foreign language courses *beyond the College's foreign language requirement in the same language used to fulfill that requirement* (above the intermediate level) *to be counted as two (2) units toward the major*

in International Relations. This requirement will usually be met by the completion of two units of language study *at the third-year college level*.

b. A student whose native language is not English may choose, with the approval of her advisor, to use her native language to fulfill the language proficiency requirement of the major. *This student will not be counting any language courses toward the 10 units required for the major.*

c. A student completing a second major in a language department or area studies program may choose, with the approval of her advisor, to indicate her enhanced proficiency through the completion of the second major, *without counting her advanced language courses toward the 10 units required for her International Relations Major.*

Students fulfilling the language proficiency requirements through methods (b) or (c) must complete seven (7) non-language elective courses.

3. **ELECTIVES:** A student majoring in International Relations will design, in consultation with her advisor, a package of elective courses centered around a particular area of study within the field of International Relations. The student will submit, when declaring her major, a brief written explanation of the focus of her elective courses and the common theme(s) relating them to one another. Students presenting language courses as units toward the major must select five (5) electives, while students fulfilling the language proficiency requirement without presenting languages courses as units must select seven (7) electives. The elective courses must include:

- a. Two (2) 300-level courses, only one of which may be 360 or 370.
- b. At least one (1) but not more than two (2) courses that focus on a particular geographic region of the world or a specific country, normally a country or region where the students' second language is used.

Majors are also strongly encouraged, but not required, to take QR 199, Introduction to Social Science Data Analysis.

While students are not required to organize their electives around any fixed set of courses or designed fields, the following list of three (3) fields of concentration and some courses from the current catalogue they might include is presented to provide an idea of the range of courses

that could be included in the IR major, and one possible approach to grouping them. It does not include those courses that would fulfill the area studies provision of the major. Some courses are included in more than one category, and this should not be construed as an exhaustive list of potential courses.

INAT 360 Senior Thesis Research

Prerequisite: By permission of department. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring
Unit: 1.0

INAT 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring
Unit: 1.0

A) Global Security and Governance

ECON 222 Games of Strategy

HIST 240 The World at War: 1937–1945

HIST 249 Warfare and Society in the West from 1600 to the Nuclear Age

HIST 259 U.S. Foreign Policy in the Twentieth Century

HIST 269 Japan, the Great Powers and East Asia, 1853–1993

HIST 295 Strategy and Diplomacy of the Great Powers Since 1789

HIST 346 China and America: The Evolution of a Troubled Relationship

PEAC 104 Introduction to the Study of Conflict, Justice and Peace

POL2 306 Revolutions in the Modern World. Topic for 1998–99: Revolution and War in Vietnam

POL3 224 International Security

POL3 321 The United States in World Politics

POL3 327 International Organization

POL3 328 After the Cold War

POL3 329 International Law

POL3 330 Seminar. Negotiation and Bargaining

POL3 348 Seminar. Problems in North-South Relations

B) The World Economy

ANTH 275 Development and Society in the Third World

ANTH 346 Colonialism, Development and Nationalism: The Nation State and Traditional Societies

ECON 212 Trade and Migration

ECON 213 International Finance and Macroeconomic Policy

ECON 220 Development Economics

ECON 238 Economics and Politics

ECON 301 Comparative Economic Systems

ECON 313 International Macroeconomics

ECON 314 International Trade Theory

ECON 320 Seminar. Economic Development

ECON 340 Seminar. Topic A: The European Union

HIST 268 The Origins of Japanese Big Business: A Comparative Perspective

POL2 204 Political Economy of Development and Underdevelopment

POL3 323 Politics of Economic Interdependence

POL3 332 Seminar. People, Agriculture, and the Environment

POL3 348 Seminar. Problems in North-South Relations

C) Politics, Culture and Identity

AFR 319 Pan-Africanism

ANTH 247 Societies and Cultures of Eurasia

ANTH 319 Nationalism, Politics and the Use of the Remote Past

ANTH 346 Colonialism, Development and Nationalism: The Nation State and Traditional Societies

HIST 259 U.S. Foreign Policy in the Twentieth Century

HIST 269 Japan, the Great Powers and East Asia, 1853–1993

HIST 344 Seminar. Japanese History. Topic for 1998–99: Korea, Taiwan and the Japanese Colonial Empire

HIST 346 China and America: The Evolution of a Troubled Relationship

PEAC 259 Peace and Conflict Resolution. Topic for 1998–99: Women and Human Rights Law

POL3 321 The United States in World Politics

POL3 322 Gender in World Politics

POL3 328 After the Cold War

POL3 331 Seminar. Women, War, and Peace

Interdepartmental Major in Italian Culture

Director: *Viano (Italian)*

The major in Italian Culture offers students the opportunity to acquire fluency in the language and to deepen their knowledge of Italy through the study of its literature, art, history, music and thought. The program for each student will be planned individually with the director. At least four units in Italian above the 100 level, one of which must be at Grade III level, must be included in the program. The requirement to take one course at Grade III level may not be met by taking ITAL 350 (Research or Individual Study), ITAL 360 (Senior Thesis Research) or ITAL 370 (Senior Thesis). In addition, the student will take at least four units above the 100 level in related departments, one of which must be at Grade III level. Courses given in translation will count toward the major. The following courses are available for majors in Italian Culture:

ITCL 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

ITCL 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

ITCL 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

ARTH 220 Painting and Sculpture of the Later Sixteenth and Seventeenth Centuries in Southern Europe

ARTH 229 Renaissance and Baroque Architecture

ARTH 243 Roman Art

ARTH 251 Italian Renaissance Art, 1400–1520

ARTH 252 Painting for Princes: Late Medieval Painting and Manuscript Illumination in Italy and France

ARTH 253 The Beautiful Book: Medieval and Renaissance Book Illumination in France and Italy

ARTH 304 Seminar. Leonardo da Vinci and Michelangelo Buonarroti

ARTH 330 Renaissance Art in Venice

HIST 231 History of Rome

HIST 233 Renaissance Italy

HIST 235 Utopia: Culture and Community in Medieval and Renaissance Europe

HIST 331 Seminar. Renaissance and Reconnaissance

HIST 333 Seminar. Renaissance Florence

ICPL 330 Comparative Literature: Topic for 1998-99: Narrative Practices

ITAL 201 Intermediate Italian I

ITAL 202 Intermediate Italian II

ITAL 249 The Cinema of Transgression

ITAL 261/361 Italian Cinema (in English)

ITAL 263 Dante (in English)

ITAL 271 Introduction to Italian Studies

ITAL 309 Italian-Jewish Identity

ITAL 349 Seminar. Fascism and Resistance

ME/R 249 Imagining the Afterlife

Interdepartmental Major in Japanese Studies

Directors: *Kodera[^] (Religion), Morley (Japanese)*

Japanese Studies major is an interdisciplinary major requiring a minimum of 8 units, and is offered as an alternative to the Japanese major. Students are required to take a minimum of two years of Japanese including 101-102 (JPN 101-102, JPN 201-202 count as one course each toward the major: either (231-232) or (233-234) may be counted towards the major but not both) at least four non-language courses, and two courses at the 300 level (for a total of eight courses). One course on China, Korea, or on Asian-Americans may count toward the major. Students are encouraged to spend a summer or the junior year in Japan.

JPNS 250 Research or Individual Study

Prerequisite: Open by permission of Department.
Signature of instructor required.
Distribution: None
Semester: Fall, Spring
Unit: 1.0

JPNS 250H Research or Individual Study

Prerequisite: Open by permission of Department.
Signature of instructor required.
Distribution: None
Semester: Fall, Spring
Unit: 0.5

JPNS 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring
Unit: 1.0

JPNS 350H Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring
Unit: 0.5

JPNS 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring
Unit: 1.0

JPNS 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring
Unit: 1.0

ARTH 245 The Garden in Asia

ARTH 249 Arts of Japan

ECON 239/POL2 239 The Political Economy of East Asian Development

HIST 106 Japanese Civilization

HIST 268 Government, Business and Labor in Modern Japan

HIST 269 Japan, the Great Powers and East Asia; 1853-1993

HIST 270 Japan Before 1840

HIST 271 Modern Japan 1840-1960

HIST 344 Seminar. Topic for 1998-99: Japanese History.

HIST 351 Seminar. Asian Settlement in North America 1840-Present

JPN 101-102 Beginning Japanese

JPN 130 Japanese Animation

JPN 155/WRIT 125 Exploring Solitude: Japanese Writers Across the Ages

JPN 201-202 Intermediate Japanese

JPN 231 Advanced Japanese I

JPN 232 Advanced Japanese II

JPN 233 Advanced Oral Skills

JPN 234 Advanced Oral Skills

JPN 251 Japan Through Literature and Film

JPN 253 Modern Japanese Literature in the Postwar Period (in translation)

JPN 254 Modern Japanese Literature through 1945 (in translation)

JPN 309 Readings on Contemporary Japanese Social Science

JPN 310 Modern Japanese Prose

JPN 312 Readings in Classical Japanese Prose

JPN 351 Seminar. Becoming Modern: The Works of Matsume Soseki.

JPN 352 Seminar. Love and Sexuality in Japanese Literature (in translation)

REL 108 Introduction to Asian Religions

REL 108M Introduction to Asian Religions

REL 253 Buddhist Thought and Practice

REL 255 Japanese Religion and Culture

REL 353 Seminar: Zen Buddhism

WOST 248 Asian American Women Writers

WOST 249 Asian American Women in Film and Video

Interdepartmental Major and Minor in Jewish Studies

Director: *Malino (Jewish Studies and History)*

Instructor: *Estelle-Holmer (Jewish Studies)*

A major in Jewish Studies consists of at least eight (8) units. The major in Jewish Studies is designed to acquaint students with the many facets of Jewish civilization through an interdisciplinary study of Jewish religion, history, philosophy, art, literature, social and political institutions and cultural patterns.

Majors devise their own programs in consultation with the Director of the Jewish Studies program and an appropriate faculty member from the student's area of concentration. Courses with an asterisk* also require the permission of the instructor if the course is to be counted as a unit for the Jewish Studies major.

For a major in Jewish Studies, students must take courses pertaining both to the ancient and modern worlds and show proficiency in Hebrew (equivalent to at least two semesters at the second-year level). In certain cases, where students whose area of concentration necessitates another language (such as Arabic, French, Spanish, Yiddish, Ladino), that language may be substituted for Hebrew in consultation with the student's major advisor. In addition, students are expected to concentrate in some area or aspect of Jewish studies (such as religion, history or Hebrew language and literature) by taking four units above the Grade I level, including at least two at the Grade III level.

In addition to Wellesley courses, students are encouraged to take courses at Brandeis University in the Department of Near Eastern and Judaic Studies which may be applicable to the Jewish Studies major. These courses must be approved, in advance, by the corresponding department at Wellesley. See the Director of Jewish Studies for further details.

A minor in Jewish Studies consists of 5 units from the following courses (of which at least one must be at the 300 level and no more than one at the 100 level): Anthropology 242, 247; German 389; History 217, 218, 219, 245, 326, 327, 328, 334, 338, 343, 367; Religion 104, 105, 140, 160, 203, 204, 205, 206, 241, 243, 244, 245, 303, 342; Spanish 252 and 267. Units must be taken in at least 2 departments; in consultation

All courses in the Jewish Studies Department (with the exception of 250, 250H, 350, 350H, 360 and 370) fulfill the Group A distribution requirement.

Introduction to Classical Hebrew with an emphasis on reading and translation skills. The course will provide a methodical introduction to grammatical forms and rules of syntax, concentrating on the vocabulary of Hebrew Bible. *Each semester earns 1.0 unit of credit; however, both semesters must be completed satisfactorily to receive credit for either course.*

Prerequisite: None
Distribution: None
Semester: Fall, Spring Unit : 1.0

Building on the foundations in Classical Hebrew provided in HEBR 101-102, the third semester will focus on selected readings from Hebrew Bible, including historical narrative, poetry, prophecy and Wisdom Literature. The fourth semester will introduce students to a variety of post-biblical Hebrew texts from the early rabbinic, medieval, and early modern periods.

Prerequisite: HEBR 101-102.
Distribution: Language and Literature
Semester: Fall, Spring Unit : 1.0

Prerequisite: Two years of Hebrew or by permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Prerequisite: Three years of Hebrew or by permission of the instructor.
Distribution: None
Semester: Fall, Spring Unit: 1.0

Prerequisite: Open to first year students and sophomores.
Distribution: None
Semester: Fall, Spring Unit : 1.0

Prerequisite: Open to first year students and sophomores.
Distribution: None
Semester: Fall, Spring Unit : 0.5

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit : 1.0

Prerequisite: Open by permission to juniors and seniors.
Distribution: None
Semester: Fall, Spring Unit : 0.5

Prerequisite: By permission of director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring Unit : 1.0

Prerequisite: 360
Distribution: None
Semester: Fall, Spring
Unit : 1.0

ANTH 247* Societies and Cultures of Eurasia

HIST 217 The Making of European Jewry,
1085-1815

HIST 219 The Jews of Spain and the Lands of Islam

HIST 245 Germany in the Twentieth Century

HIST 326 Seminar. American Jewish History

HIST 327 Zionism and Irish Nationalism : A Comparative Perspective

HIST 328 Anti-Semitism in Historical Perspective

HIST 334* Seminar. European Cultural History

HIST 338* Seminar. European Resistance Movements in World War II

HIST 343 Seminar. History of Israel

HIST 367 Seminar. Jewish Ethnicity and Citizenship

REL 104 Study of the Hebrew Bible/Old Testament

REL 105* Study of the New Testament

REL 140 Introduction to Jewish Civilization

REL 160* Introduction to Islamic Civilization

REL 203 Biblical Heroines: Reading Ruth and Esther

REL 204 Law in the Ancient Near East and Hebrew Bible/Old Testament

REL 205 Genesis and the Ancient Near East Mythologies

REL 206 The Way of Wisdom, Life, Love and Suffering in the Ancient Near East

REL 241 Emerging Religions: Judaism and Christianity, 150 B.C.E.-500 C.E.

REL 243 Women in the Biblical World

REL 244 Jerusalem: The Holy City

REL 245 The Holocaust and the Nazi State

REL 303 Seminar. Human Sacrifice in Religion

REL 342 Seminar. Archeology of the Biblical World

SPAN 252* Christians, Jews and Moors: The Spirit of Spain in Its Literature

SPAN 267* The Writer and Human Rights in Latin America

Interdepartmental Major in Language Studies

Director: *Levitt (French)*

The major in Language Studies offers to students who are interested in the field of linguistics the opportunity for interdisciplinary study of questions relating to the structure, history, philosophy, sociology, and psychology of language.

The major in Language Studies has a number of core requirements. Out of a minimum major of eight units, students must take at least four Language Studies courses, including Language Studies 114 and at least one Grade III Language Studies course. Majors must also elect a concentration of at least four courses above Grade I in a single area, including at least two units at Grade III that are approved by the Language Studies Director. Concentrations may be in one department or may be constructed across departments. In either case, the major must demonstrate intellectual coherence. Students majoring in Language Studies are strongly urged to elect basic method and theory courses in their field of concentration and to show proficiency in a foreign language at the intermediate level or above.

Students are urged to consult the MIT catalogue for additional offerings in the major.

All courses in the Language Studies Department (with the exception of 350, 360 and 370) fulfill the Group B² distribution requirement.

LANG 114 Introduction to Linguistics

Levitt (French)

Designed to familiarize students with some of the essential concepts of language description. Suitable problem sets in English and in other languages will provide opportunities to study the basic systems of language organization. Changes in linguistic methodology over the last century will also be discussed.

Prerequisite: None

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

LANG 238 Sociolinguistics

NOT OFFERED IN 1998–99. An interdisciplinary course designed for students in the humanities and social sciences based on the application of linguistics to the analysis of language in its written and spoken forms. Emphasis on the way levels of social expression are conveyed by variations in the structural and semantic organization of language. Includes extensive study of women's language.

Prerequisite: 114 or permission of the instructor.

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

LANG 240 The Sounds of Language

Levitt (French)

Examination of the sounds of language from the perspective of phonetics (What are all the possible linguistically-relevant sounds of the human vocal tract?) and of phonology (How does each language organize a subset of those sounds into a coherent linguistic system?). Each student will choose a foreign language for intensive study of its phonetic, phonologic, and prosodic characteristics. Includes extensive use of speech analysis and phonetics software.

Prerequisite: 114 or by permission of the instructor.

Distribution: Epistemology and Cognition

Semester: Spring

Unit: 1.0

LANG 244 Language: Form and Meaning

NOT OFFERED IN 1998–99. Even babies can learn a language, yet scores of determined researchers have been unable to devise a satisfactory description of its structure. This course will examine some basic questions about language: What do we know when we know a language? How does meaning arise from the form of sentences? What are universal properties of human languages? What does the structure of conversation and texts contribute to understanding? In the process, we will investigate specific problems in syntax, semantics, and pragmatics—and look at some theories devised to resolve these problems. This course provides a strong foundation for studies in linguistics, cognitive science, artificial intelligence, and the philosophy of language.

Prerequisite: Language Studies 114.

Distribution: Epistemology and Cognition

Semester: N/O

Unit: 1.0

LANG 312 Bilingualism: An Exploration of Language, Mind, and Culture

NOT OFFERED IN 1998–99. Exploration of the relationship of language to mind and culture through the study of bilingualism. Focus on the bilingual individual for questions concerning language and mind: the detection of “foreign” accent, the relationship of words to concepts, the organization of the mental lexicon, language specialization of the brain, and the effects of early bilingualism on cognitive functioning. The bilingual nation will be the focus for questions dealing with language and culture: societal conventions governing use of one language over another, effects of extended bilingualism on language development and change, and political and educational impact of a government’s establishing official bilingualism.

Prerequisite: An appropriate Grade II course in language studies, psychology, anthropology, philosophy, or permission of the instructor.

Distribution: Epistemology and Cognition or Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

LANG 322 Child Language Acquisition

Levitt (French)

Language acquisition in young children. Examination of children’s developing linguistic abilities and evaluation of current theories of language learning. Topics include infant speech perception and production and the development of phonology, morphology, the lexicon, syntax, and semantics in the young child. Data from studies of children learning languages other than English will also be considered.

Prerequisite: Open to juniors and seniors who have taken Language Studies 114 or Psychology 216, or by permission of the instructor.

Distribution: Epistemology and Cognition

Semester: Spring

Unit: 1.0

LANG 350 Research or Individual Study

Prerequisite: Two Grade II units.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

LANG 360 Senior Thesis Research

Prerequisite: By permission of Department. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

LANG 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

For Credit Towards the Major

CS 235 Languages and Automata

EDUC 308 Seminar. Foreign Language Methodology

FREN 211[222] Studies in Language I

FREN 308 Advanced Studies in Language I

JPN 252 Topics in Japanese Linguistics

PHIL 207 Philosophy of Language

PHIL 215 Philosophy of Mind

PHIL 216 Logic

PSYC 216 Psychology of Language

PSYC 316 Seminar. Psycholinguistics

PSYC 330 Topics in Cognitive Science

RUSS 301 Advanced Russian

SOC 216 Sociology of Mass Media and Communications

Interdepartmental Major in Latin American Studies

Directors: *Roses^{AS} (Spanish), Wasserspring (Political Science)*

The Latin American Studies major seeks to understand the Latin American experience through an interdisciplinary program of study. Students must submit a plan of study following the requirements listed below for approval by the Directors. The Latin American Studies major requires a minimum of nine (9) courses, with a concentration of four courses in one of the following departments: **Anthropology, Political Science, or Spanish**. Of these nine courses constituting a minimum for the major, at least two must be taken at the three hundred level. It is recommended that one of these two be a seminar. Courses with an asterisk (*) also require notifying the instructor that the course is to be counted for Latin American Studies. The asterisk also signifies that a research paper in the course will include a focus on Latin America.

The student must exhibit a degree of proficiency in the oral and written use of Spanish by successful completion of two (2) Spanish language courses *beyond the College's foreign language requirement* (above the intermediate level). For bilingual-bicultural students, an oral and written proficiency exam may be substituted. In the case where the student's area of interest is better served by proficiency in another language (e.g. Portuguese, Quechua) that language may be substituted in consultation with the Directors. Qualified juniors are encouraged to spend a semester or a year in Latin America with an approved program, see Special Academic Programs, Study Abroad.

Qualified juniors may apply to the newly-established Five-Year Cooperative M.A. Program at Georgetown University in Latin American Studies. This program enables the student to apply upper-level Latin American Studies courses taken at Wellesley toward the Master's Degree at Georgetown. A summer of study at the Colegio de México in Mexico City or at the Universidad Católica in Santiago, Chile, taken during an undergraduate summer, and a year of academic work at Georgetown are required to earn the Master's Degree at Georgetown in one

year. Interested students should contact the Directors of Latin American Studies or the Center for Work and Service.

ILAS 201 (Wintersession) Seminar on Women and Development in Mexico Staff

This seminar, held in Oaxaca, Mexico, focuses on the impact of the processes of social, economic, and political change on Mexican women. Seminar discussions, led by Wellesley faculty, will be enriched by both lectures by Mexican women academics and policy makers and by site visits to clinics, cooperatives, and other grassroots organizations. Readings draw on the literatures of gender and ethnicity, social structure, and socialization. The seminar will be conducted in English, with lectures in English or Spanish (translation provided). Students will be immersed in Mexican culture through homestay with Mexican families. Enrollment is limited to 20 students.

Prerequisite: Open by permission of instructors only. Background in development and/or gender studies recommended. Knowledge of Spanish helpful, but not required.
Distribution: Social and Behavioral Analysis
Semester: Wintersession Unit: 0.5

ILAS 250* Research or Individual Study

Prerequisite: Two units of work in Latin American Studies.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ILAS 250H* Research or Individual Study

Prerequisite: Two units of work in Latin American Studies.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ILAS 350* Research or Individual Study

Prerequisite: Open to Latin American Studies and Spanish majors.
Distribution: None
Semester: Fall, Spring Unit: 1.0

ILAS 350H* Research or Individual Study

Prerequisite: Open to Latin American Studies and Spanish majors.
Distribution: None
Semester: Fall, Spring Unit: 0.5

ILAS 360* Senior Thesis Research

Prerequisite: By permission of department. See

Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

ILAS 370* Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit: 1.0

*Courses offered 1998–99 that are approved
for credit toward the Latin American Studies
major:*

AFR 204* Third World Urbanization

AFR 242 New World Afro-Atlantic Religions

AFR 335 Women Writers of the English-
Speaking Caribbean

ANTH 236* The Ritual Process: Magic,
Witchcraft, and Religion

ANTH 346* Colonialism, Development and
Nationalism: The Nation State and
Traditional Societies

ARTH 238 Forging Identities in Mexico:
From the Maya to the Modern Era

ARTH 338 Seminar. Topics in Latin
American Art

BISC 308 Tropical Ecology with
Wintersession Laboratory

ECON 220* Developmental Economics

ECON 320* Seminar. Economic
Development

PEAC 259* Peace and Conflict Resolution

POL1 337* Seminar. The Politics of Minority
Groups in the United States

POL2 204* Political Economy of
Development and Underdevelopment

POL2 207 Politics of Latin America

POL2 305 Seminar. Military in Politics

POL2 307 Seminar. Women and
Development

POL3 323* The Politics of Economic
Interdependence

POL4 342* Marxist Political Theory

PSYC 347* Seminar. Ethnicity and Social
Identity

REL 218* Religion in America

REL 229* Christianity and the Third World

SOC 210* Race and Ethnicity

SOC 211 Latin America: Global and
Multicultural Perspectives

SOC 316* Seminar. International
Immigration and Transnationalism

SPAN 241 Oral and Written Communication

SPAN 242 Linguistic and Literary Skills

SPAN 251 Freedom and Repression in
Spanish American Literature

SPAN 269 Caribbean Literature and Culture

SPAN 273 Latin American Civilization

SPAN 275 The Making of Modern Latin
American Culture

SPAN 307 Nobel Prize Winners of Latin
America

SPAN/PRESHCO History of Spain: The
Colonization of (Spanish) America

WOST* 305 Seminar. Representations of
Women of Color in the United States

ALSO: Courses taken in approved programs
in Mexico, Costa Rica, Ecuador, Argentina,
Chile, and other Latin American sites by per-
mission of the Directors.

Interdepartmental Major in Medieval/ Renaissance Studies

Directors: *Lydgate (French), Mikalachki (English)*

The major in Medieval/Renaissance Studies enables students to explore the richness and variety of European and Mediterranean civilization from later Greco-Roman times through the Renaissance and Reformation, as reflected in art, history, literature, music, and religion. It has a strong interdisciplinary emphasis; we encourage students to make connections between the approaches and subject matters in the different fields that make up the major. At the same time, the requirements for the major encourage special competence in at least one field.

For a Medieval/Renaissance Studies major, students must take at least eight (8) units of coursework from the list that follows. Of these, at least four must be above the 100-level in a single department; in addition two units of coursework must be at the 300-level. Each year at least one seminar is offered which is especially designed to accommodate the needs and interests of majors. The Majors Seminars for 1998-99 are ARTH 304 (1) Leonardo da Vinci and Michelangelo Buonarroti; and ENG 315 (2) Advanced Studies in Medieval Literature. Topic for 1998-99: The True Story of Troilus and Criseyde: Making History in the Middle Ages. (For details, see the department entries for Art and English.)

Majors who are contemplating postgraduate academic or professional careers in this or related fields should consult faculty advisors to plan a sequence of courses that will provide them with a sound background in the linguistic and critical techniques essential to further work in their chosen fields. We make every effort to accommodate individual interests and needs through independent study projects (350s and senior theses) carried out under the supervision of one or more faculty members and designed to supplement, or substitute for, advanced seminar-level work.

There are numerous opportunities for study abroad for those who wish to broaden their experience and supplement their research skills through direct contact with European and Mediterranean culture. By participating in the Collegium Musicum, students can learn to perform Medieval and Renaissance music; see the departmental entry for Music.

ME/R 246 Monsters, Villains, and Wives

NOT OFFERED IN 1998-99. The cast of characters in this course will include famous monsters, villains, and wives from early English, French, and Anglo-Norman literature, ranging from the giant Grendel in *Beowulf* to the arch-villain Ganelon in *The Song of Roland*, from Guinevere to the wife of the enigmatic Green Man in *Sir Gawain and the Green Knight*. Texts will include *Beowulf*, the *Song of Roland*, Chrétien de Troyes' *Erec and Enide*, selected *lais* by Marie de France, and *Sir Gawain and the Green Knight*. In addition to tracing the monstrous, villainous, and wifely through these poems, we will also consider their contribution to an evolving literary tradition that moved generically from epic to romance and geographically back and forth between England and France. All texts will be read in modern English, in facing page translations from the original languages when available. *Students who have taken English 211 may not enroll in this class.*

Prerequisite: Open to sophomores, juniors, and seniors; and also to first-year students by permission of the instructor.

Distribution: Language and Literature

Semester: N/O

Unit 1.0

ME/R 247 Arthurian Legends

Loopier

A survey of legends connected with King Arthur from the sixth century through the fifteenth, with some attention to the new interpretations in the nineteenth and twentieth centuries.

Prerequisite: Open to sophomores, juniors, and seniors; and also to first-year students by permission of the instructor.

Distribution: Language and Literature

Semester: Spring

Unit 1.0

ME/R 248 Medieval Women Writers

Jacoff (Italian)

This course will explore a variety of texts by medieval women writers and the contexts in which and against which they were written. Among the writers to be considered are Marie de France, Eloise (and Abelard), Margery Kempe, Julian of Norwich, and Christine de Pizan.

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit 1.0

ME/R 249 Imagining the Afterlife

Jacoff (Italian)

NOT OFFERED IN 1998–99. An exploration of medieval visions and versions of the afterlife in the classical, Christian, and Jewish traditions. Material from popular visions, literary texts, and the visual arts. Focus on the implications of ideas about life after death for understanding medieval attitudes toward the body, morality, and life itself.

Prerequisite: None. Preference given to Medieval/Renaissance majors.

Distribution: Language and Literature

Semester: N/O

Unit 1.0

ME/R 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit 1.0

ME/R 360 Senior Thesis Research

Prerequisite: By permission of the program in Medieval/Renaissance Studies. See Directions for Election and Academic Distinctions.

Distribution: None

Semester: Fall, Spring

Unit 1.0

ME/R 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring

Unit 1.0

Related Courses

For Credit Toward the Major:

ARTH 100 Introduction to the History of Art: Ancient and Medieval Art

ARTH 101 Introduction to the History of Art: Renaissance to the Present

ARTH 100/WRIT 125 Introduction to the History of Art: Ancient and Medieval Art/Writing 125

ARTH 101/WRIT 125 Introduction to the History of Art: Renaissance to the Present/Writing 125

ARTH 202 Romanesque Art

ARTH 203 Cathedrals and Castles of the High Middle Ages

ARTH 222 Art, Science, and Nature in the Early Modern Era

ARTH 229 Renaissance and Baroque Architecture

ARTH 243 Roman Art

ARTH 247 Islamic Architecture and Related Arts, 1250-1700

ARTH 251 Italian Renaissance Art, 1400-1520

ARTH 252 Painting for Princes: Late Medieval Painting and Manuscript Illumination in Italy and France

ARTH 253 The Beautiful Book: Medieval and Renaissance Book Illumination in France and Italy

ARTH 304 Seminar. Leonardo da Vinci and Michelangelo Buonarroti.

ARTH 311 Northern European Painting and Printmaking

ARTH 330 Seminar. Renaissance Art in Venice.

ARTH 331 Seminar. The Art of Northern Europe.

ARTH 332 Seminar. Medieval Art.

ENG 112 Introduction to Shakespeare

ENG 211 Medieval Literature

ENG 213 Chaucer

ENG 216 English Survey

ENG 222 Renaissance Literature

ENG 223 Shakespeare Part I: The Elizabethan Period

ENG 224 Shakespeare Part II: The Jacobean Period

ENG 225 Seventeenth-Century Literature

ENG 227 Milton

ENG 315 Advanced Studies in Medieval Literature. Topic for 1998–99: The True Story of Troilus and Criseyde: Making History in the Middle Ages

- ENG 324 Advanced Studies in Shakespeare
- ENG 325/ARTH 325 Seminar. Advanced Studies in Sixteenth- and Seventeenth-Century Literature
- FREN 209 French Literature and Culture through the Centuries I: From the Renaissance to the Seventeenth Century
- FREN 301 Forms, Reforms and Revolutions: The Middle Ages and Renaissance
- GER 249 Heroic Legends, Courtly Love, and Reformation Satire
- HIST 100 Introduction to Western Civilization
- HIST 217 The Making of European Jewry, 1085-1815
- HIST 219 The Jews of Spain and Lands of Islam
- HIST 225 The Age of Charlemagne
- HIST 229/329 Alexander the Great: Psychopath or Philosopher King
- HIST 230 Greek History from the Bronze Age to the Death of Philip II of Macedon
- HIST 231 History of Rome
- HIST 232 The Making of the Middle Ages, 500-1200
- HIST 233 Renaissance Italy
- HIST 234 The Later Middle Ages, 1200-1500
- HIST 235 Utopia: Culture and Community in Medieval and Renaissance Europe
- HIST 238 Invasion and Integration: British History, 400-1300
- HIST 239 From Empire to Empire: British History, 1200-1600
- HIST 246 Medieval and Imperial Russia
- HIST 330 Seminar. Medieval Europe.
- HIST 331 Seminar. Renaissance and Reconnaissance
- HIST 333 Seminar. Renaissance Florence
- HIST 348 Seminar. History of Medicine
- ITAL 263 Dante (in English)
- ITAL 265 Literature of the Italian Renaissance (in English)
- MUS 200 History of Western Music I
- PHIL 319 Medieval Philosophy
- POL4 240 Classical and Medieval Political Theory
- REL 160 Introduction to Islamic Civilization
- REL 215 Christian Classics
- REL 216 Christian Thought, 100-1600
- REL 225 Women in Christianity
- REL 262 The Formation of the Islamic Religious Tradition
- REL 316 Seminar. The Virgin Mary.
- REL 362 Seminar. Religion and State in Islam .
- SPAN 252 Christians, Jews, and Moors: The Spirit of Spain in its Literature
- SPAN 300 Honor, Monarchy and Religion in the Golden Age Drama
- SPAN 302 Cervantes
- SPAN 318 Seminar. Love and Desire in Spain's Early Literature

Structured Individual Major and Minor in Peace and Justice Studies

Directors: *Kazanjian, Merry (Anthropology)*

The Peace and Justice Studies program provides students with the opportunity to integrate in a program of study the many areas of intellectual inquiry relating to the historical and contemporary search for a peaceful and just society and world. In addition to the courses offered below, Peace and Justice Studies annually offers lectures, workshops, symposia and internships open to all students.

A major (8 units) or minor (5 units) in Peace and Justice studies should be designed in consultation with the program directors according to the provisions on p. . It should include:

1. Two (2) required courses:

PEAC 104 Introduction to the Study of Conflict, Peace and Justice

PEAC 259 Peace and Conflict Resolution

2. Six (6) courses (for major) or three (3) courses (for minor) through which students are expected to develop proficiency in both areas:

- a) the social, political, historical and cultural factors that lead to conflict, violence and injustice.
- b) the various strategies and techniques of peace-making and justice-seeking at the level of nation states, social groups and communities within nation states, and interpersonal and individual relationships.

Students are expected to develop expertise in a particular international, national, regional or local conflict situation.

3. Students majoring or minoring in Peace and Justice Studies are usually expected to include an experiential education component in their course of study. This should be done in consultation with the program directors and may include: winter session, summer or year-long internships, course-related experiential education programs or community service projects.

All courses in the Peace and Justice Studies Department (with the exception of 350, 360, 370) fulfill the Group B² distribution requirement.

PEAC 104 Introduction to the Study of Conflict, Justice and Peace

Kazanjian, Merry (Anthropology)

An interdisciplinary introduction to the study of conflict, justice and peace. The course engages students in developing an analytical and theoretical framework for examining the dynamics of conflict, violence and injustice and the strategies that have been employed to attain peace and justice including: balance of power, cooperation, diplomacy and conflict resolution, law, human rights, social movements, social justice (economic, environmental and race/class/gender), interpersonal communication and spirituality. The program directors will serve as ongoing instructors for the course leading weekly discussion groups as faculty members from various departments provide lectures on the above topics.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

PEAC 259 Peace and Conflict Resolution

Dawit (Women's Studies)

Topic for 1998–99: Women and Human Rights Law. This is a course on how women's lives are impacted by the law and how we, in turn, are beginning to impact upon law creation and implementation. Students will learn enough about international human rights law to have a basic understanding of how it works, how it relates to domestic legal systems, who uses it and the reasons for which it is used. We will focus on the major areas of women's rights activism and advocacy around the world, with emphasis on women's differing demands from the rights system, their differing levels of access to it, and the international human rights system's ability to respond accordingly. We will also consider how the human rights system has historically addressed the rights of women and how it can best respond to women in the future. Of primary importance to this course are the ways in which women have organized themselves to demand accountability from the rights system.

Prerequisite: 1 unit in anthropology, peace and justice studies, political science, sociology, or women's studies.

Distribution: Social and Behavioral Analysis

Semester: Fall

Unit: 1.0

PEAC 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

PEAC 360 Senior Thesis Research

Prerequisite: By permission of department. See
Academic Distinctions.
Distribution: None
Semester: Fall, Spring

Unit: 1.0

PEAC 370 Senior Thesis

Prerequisite: 360
Distribution: None
Semester: Fall, Spring

Unit: 1.0

The courses listed below are representative of courses throughout the curriculum which emphasize topics related to the study of peace and justice. Students may petition the program directors to include other courses in their major or minor which are not listed below.

AFR 205 The Politics of Race Domination in South Africa

AFR 208 Women in the Civil Rights Movement

AFR 219 Economic Issues in the African American Community

AFR 306 The Underclass: Comparative Case Studies

AFR 318 Seminar: Women and the African Quest for Modernization and Liberation

ANTH 210 Racism, Ethnic Conflict in the United States and the Third World

ANTH 212 The Anthropology of Law and Justice

ANTH 234 Urban Poverty

ANTH 244 Societies and Cultures of the Middle East

ANTH 319 Nationalism, Politics and the Use of the Remote Past

ANTH 346 Colonialism, Development and Nationalism

ECON 220 Development Economics

ECON 243 Gender and Race in U.S. Economic History

ECON 249 Marxist and Post-Marxists Economics

ECON 315 History of Economic Thought

ECON 343 Feminist Economics

EDUC 216 Education, Society and Social Policy

ENG 114 Race, Class, and Gender in Literature

ENG 364 Race and Ethnicity in American Literature

EXP 151 Asian American Experience

HIST 103 History in Global Perspective: Cultures in Contact and Conflict

HIST 240 The World at War: 1937-1945

HIST 249 Warfare and Society in the West from 1600 to the Nuclear Age

HIST 263 South Africa in Historical Perspective

HIST 265 History of Modern Africa

HIST 276 China in Revolution

HIST 284 The Middle East in Modern History

HIST 295 Strategy and Diplomacy of the Great Powers since 1789

HIST 338 Seminar: European Resistance Movements in World War II

PHIL 206 Normative Ethics

PHIL 213 Social and Political Philosophy

POL2 207 Politics in Latin America

POL2 211 Politics of South Asia

POL2 301 Seminar: Transitions to Democracy

POL2 305 Seminar: Military in Politics

- POL2 306 Seminar: Revolutions in the Modern World
- POL2 307 Seminar: Women in Development
- POL2 308 Environmental Politics in Industrialized Societies
- POL3 221 World Politics
- POL3 224 International Security
- POL3 323 The Politics of Economic Interdependence
- POL3 327 International Organization
- POL3 328 After the Cold War
- POL3 329 International Law
- POL3 330 Seminar: Negotiation and Planning
- POL3 331 Seminar: Women, War and Peace
- POL3 332 Seminar: People, Agriculture and the Environment
- POL4 347 Seminar: Utopian Political Thought
- POL3 348 Seminar: Problems in North South Relations
- PSYC 347 Seminar: Ethnicity and Social Identity
- REL 226 Liberation Theology
- REL 230 Ethics
- REL 257 Contemplation and Action
- REL 351 Seminar: Religion and Identity in Modern India
- SOC 201 Contemporary Social Theory
- SOC 204 Third World Urbanization
- SOC 209 Social Inequality: Class, Race and Gender
- SOC 217 Power: Personal, Social, and Institutional Dimensions
- SOC 224 Social Movements, Democracy and the State
- SOC 324 Seminar: Social Change
- SOC 338 Seminar: Topics in Deviance, Law and Social Control
- SPAN 251 Freedom and Repression in Latin American Literature
- SPAN 267 The Writer and Human Rights in Latin America
- SPAN 287 Women in the Americas: Empowering Diversity
- WOST 208 The Social Construction of Gender
- WOST 222 Women in Contemporary Society
- WOST 254 Women as Subjects of International Law
- WOST 302 Seminar: Women, War and Peace
- WOST 303 African Women and Activism
- WOST 330 Seminar: Twentieth-Century Feminist Movements in the First and Third World

Interdepartmental Major in Psychobiology

Co-Directors: *Koff (Psychology)*, *Berger-Sweeney (Biological Sciences)*

The Departments of Psychology and Biological Sciences offer an interdepartmental major in psychobiology which provides opportunity for interdisciplinary study of the biological bases of behavior.

A major in psychobiology must include the following core courses: Psychology 101, 205, and a research methods course (207R, 210R, 212R, 214R, 222R or 248R); Biological Sciences 110, 111, and 213. Majors must elect at least one other Grade II course from each department. To be eligible for the Honors program, students must have completed all of the above by the end of the junior year. Additionally, majors must elect two Grade III courses. Acceptable Grade III courses in Biological Sciences are 302, 306, and 315; acceptable Grade III courses in Psychology are 318 and 319. Any other Grade III courses must be specifically approved by the directors.

PSBI 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring Unit: 1.0

PSBI 360 Senior Thesis Research

Prerequisite: By permission of director. See Academic Distinctions.

Distribution: None

Semester: Fall, Spring Unit: 1.0

PSBI 370 Senior Thesis

Prerequisite: 360

Distribution: None

Semester: Fall, Spring Unit: 1.0

Interdepartmental Major in Russian Area Studies

Directors: *Hodge (Russian)*, *Tumarkin (History)*

Russian Area Studies majors are invited to explore Russia and the lands and peoples of the former Soviet Union through an interdisciplinary study program.

A major in Russian Area Studies consists of a minimum of eight (8) units. Majors are normally required to take 4 units of the Russian language above the Grade I level, including Russian 301-302. In addition to those 4 units of the Russian language above the Grade I level, a major's program should consist of at least 4 units drawn from Russian literature, history, political science, anthropology, economics and sociology. Majors are required to take at least two Grade III level courses, at least one of which should be outside of the Russian Department. At least three of a major's units should be outside of the Russian Department. Prospective majors are strongly encouraged to take Russian Civilization (HIST 105) as a basic introduction to Russian Area Studies.

Majors are encouraged to take advantage of various programs of study in the former Soviet Union, including the opportunity to spend a year on exchange at a university in Russia or one of the other former Soviet republics. Majors who are contemplating postgraduate academic or professional careers in Russian Area Studies are encouraged to consult with faculty advisors, who will assist them in planning an appropriate sequence of courses. For more information on the Russian Area Studies program, students may consult the Wellesley College Russian Area Studies Web pages: www.wellesley.edu/Russian/RAS/rashome.html.

The following courses are available for majors in Russian Area Studies:

RAST 350 Research or Individual Study

Prerequisite: Open by permission to juniors and seniors.

Distribution: None

Semester: Fall, Spring Unit: 1.0

RAST 360 Senior Thesis Research
Prerequisite: By permission of director. See Academic Distinctions.
Distribution: None
Semester: Fall, Spring
Unit: 1.0

RAST 370 Senior Thesis
Prerequisite: 360
Distribution: None
Semester: Fall, Spring
Unit: 1.0

ECON 301 Comparative Economic Systems

HIST 105 Russian Civilization

HIST 246 Medieval and Imperial Russia

HIST 247 Modern Russia and the Soviet Union

HIST 356 Seminar. Humanity Uprooted: The USSR in the 1920s

POL2 206 Politics of Russia and the Former Soviet Union

POL2 301 Seminar. Transitions to Democracy

RUSS 251 The Nineteenth-Century Russian Classics: Passion, Pain, Perfection

RUSS 252 Russian Modernism: Explosion of Matter and Mind

RUSS 253 Russian Drama

RUSS 254 Russian Folklore

RUSS 271 Russia's "Golden Age"

RUSS 272 Politically Correct: Ideology and the Nineteenth-Century Russian Novel

RUSS 276 Fedor Dostoevsky: The Seer of Spirit

RUSS 286 Vladimir Nabokov

RUSS 353 Special Topics in Russian Drama (in Russian)

RUSS 354 Special Topics in Russian Folklore (in Russian)

RUSS 371 Poetry of Russia's "Golden Age" (in Russian)

RUSS 372 Politically Correct: Russian Poetry of the Mid-Nineteenth Century (in Russian)

RUSS 386 Vladimir Nabokov's Short Stories (in Russian)

SOC 290/ARTH 290 Propaganda and Persuasion in the Twentieth Century

In addition to the courses listed above, students are encouraged to incorporate into their Russian Area Studies programs the rich offerings from MIT and Brandeis.

Programs

Quantitative Reasoning Program

Quantitative Reasoning Specialists: *Comally, Jesudason*

The ability to think clearly and critically about quantitative issues is fundamental to effective citizenship in the modern world. Further, mathematical reasoning is important in a wide range of disciplines. The College wants to ensure that mathematics does not serve as a barrier to those students who might otherwise consider courses or careers that require basic quantitative reasoning skills. To this end, Wellesley has established a Quantitative Reasoning Program.

The Quantitative Reasoning Program provides a number of services to the academic community. It oversees the administration of the Quantitative Reasoning Assessment, described below, and staffs the basic skills course, QR 140 Introduction to Quantitative Reasoning. The Program also provides tutorial support to students and instructors of quantitative reasoning overlay courses. Finally, staff from the Quantitative Reasoning Program provide curricular support to faculty interested in modifying existing courses or designing new ones so that these courses will satisfy the overlay component of the quantitative reasoning requirement.

The Quantitative Reasoning Requirement

Effective with students entering in the fall of 1997, the quantitative reasoning requirement must be satisfied by all students. The quantitative reasoning requirement consists of two parts: a basic skills component and an overlay course component. The basic skills component of the requirement is intended to help students gain the math skills they need for courses with a quantitative focus. These skills include arithmetic and basic algebra, reading and preparing graphs, and the ability to draw conclusions about the world based on quantitative information. To help identify those students in need of these skills, all entering students, including Davis Scholars and transfer students, will be required to take the Quantitative Reasoning Assessment. Students who do not pass the Quantitative Reasoning Assessment will be required to enroll in QR 140, the Quantitative Reasoning basic skills course. This course focuses on mathematical topics in the context of real-world applications.

All students must complete the basic skills component of the quantitative reasoning requirement in their first year.

The second part of the quantitative reasoning requirement, the overlay course component, is designed to engage students in the analysis and interpretation of data in a scientific or social context and to provide an understanding of the statistics used in everyday life. This part of the quantitative reasoning requirement is satisfied by successfully completing a course designated as appropriate by the Committee on Curriculum and Instruction. This course may also be used to satisfy a distribution requirement.

Basic Skills Component

QR 140 Introduction to Quantitative Reasoning

Staff

This course includes a review of algebra and geometry and explores mathematical modeling and the analysis and interpretation of data. It emphasizes a conceptual understanding of quantitative data and the relevance of mathematics to everyday life. This course is open to students who do not pass the Quantitative Reasoning Assessment. For students entering in Fall 1997, this course is required for those not passing the Quantitative Reasoning Assessment; a student passing this course satisfies the basic skills components of the quantitative reasoning requirement.

Prerequisite: Permission of the instructor is required.

Distribution: None

Semester: Fall, Spring

Unit: 1.0

Overlay Course Component

The following courses satisfy the overlay course component of the Quantitative Reasoning Requirement. In order to register for a course on this list, a student must first satisfy the basic skills component of the Quantitative Reasoning Requirement by passing either the Quantitative Reasoning Assessment or QR 140.

Note that this list is subject to change.

QR 199 Introduction to Social Science Data Analysis

Case (Economics), Kauffman (Economics), Fastmow (Political Science), Wilder (Sociology)

An introduction to the collection, analysis, interpretation, and presentation of quantitative data as used to understand society and human behavior. Using examples drawn from the fields of economics, political science, and sociology, this course focuses on basic concepts in statistics and

probability, such as measures of central tendency and dispersion, hypothesis testing, and parameter estimation. The course is team-taught by instructors in different social science disciplines and draws on everyday applications of statistics and data analysis in an interdisciplinary context. *Students must register for a laboratory section which meets an additional 70 minutes each week. Not open to students who have taken ECON 199/POL 199/SOC 199.*

Prerequisite: For first- and second-year students, fulfillment of Quantitative Reasoning basic skills requirement.

Distribution: Social and Behavioral Analysis.

Fulfills the Quantitative Reasoning overlay course requirement.

Semester: Fall, Spring

Unit: 1.0

BISC 109 Human Biology with Laboratory

BISC 111 Introductory Organismal Biology with Laboratory

CHEM 110 Introductory Chemistry I with Laboratory

CHEM 111 Introductory Chemistry II with Laboratory

CHEM 111/WRIT 125 Introductory Chemistry II with Laboratory

CHEM 115 Introductory Chemistry II with Laboratory

CHEM 120 Intensive Introductory Chemistry with Laboratory

CHEM 361 Analytical Chemistry with Laboratory

MATH 101 Reasoning with Data: Elementary Applied Statistics

MATH 220 Probability and Elementary Statistics

PSYC 205 Statistics with Laboratory

SOC 140 Geography and Society

The Writing Program

Director: *Wood*

Assistant Professor: *Schwartz*

Instructor: *Looper*

Senior Lecturer: *Viti*

Lecturer: *Iwanaga, Johnson*

Writing is central to academic life at Wellesley and will continue to play an important role in most students' lives after they graduate, whether they choose majors in the sciences, the social sciences, or the humanities. Writing 125 provides a common introductory experience in college-level thinking and writing for all students at Wellesley and is also assumed to provide the base for writing assigned in later courses. Writing 125 courses are taught by faculty from many departments as well as by a team of writing professionals; all Writing 125 faculty view writing as an important part of their own professional lives and are committed to helping Wellesley students learn to use writing as a powerful tool of thought and expression, a way to gain entrance to public discourse.

All Writing 125 courses have the primary goal of helping students establish a useful writing process, from developing ideas through revision. All sections provide instruction in analysis and interpretation, in argument and the use of evidence, in the development of voice, and in the conventions of academic writing, including writing from sources. Students may choose to take a standard Writing 125 course (meeting two periods a week and addressing a small, well-defined topic related to the instructor's expertise), or to study writing as part of an introductory course in another department (these "combined courses" are designated with a slash in the course title; all carry one unit of credit, fulfill distribution and/or major requirements, and meet for at least three periods each week).

All students are required to take Writing 125 in either the fall or spring semester of their first year at Wellesley. Students who lack confidence in their writing are advised to take Writing 125 in the fall and to select one of the sections designated for underconfident writers (7, 8, 12, 13, 21). Davis Scholars and transfer students who have not met the Writing Requirement may opt to take Writing 225, a changing topics course that will each year take up a specific non-fiction writing genre, for example, travel writing, literary reviewing, memoir, journal writing.

Students who wish to pursue the study of writing beyond Writing 125 may also select independent study in writing (Writing 250 for a full unit or Writing 250H for a half unit of credit) with a member of the Writing Program staff, but they should also be aware that many courses at Wellesley are taught writing-intensively, offering the opportunity to study writing as part of their disciplinary study.

Below are descriptions of the Writing 125 sections offered in 1998–99. Students are invited to indicate a list of preferences, which will be honored as far as possible. PLEASE NOTE: Students may not take a second semester of Writing 125 unless they have the written consent of the Director of the Writing Program.

SEMESTER I

WRIT 125 01,02,03/ENG 120 Critical Interpretation

Harman, Fisher, Rodensky (English)

An examination of classic poetic texts in English from the Renaissance to the modern period—Shakespeare, Donne, Wordsworth, Dickinson, Yeats, Bishop, and others. A course designed to increase power and skill in critical interpretation and critical writing. *This course satisfies both the Writing 125 and the English 120 requirements. Includes a third session each week.*

Prerequisite: Open to all first-year students but primarily recommended for prospective English majors.

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

WRIT 125 04/ARTH 100 Introduction to the History of Art: Ancient and Medieval Art *Bedell (Art)*

A foundation course in the History of Art, Part 1. The course introduces students to the ancient and medieval art and architecture of Western Europe, Africa, Asia, and the Islamic world. Students in this section of ARTH 100 will attend the same twice-weekly lectures and weekly conference as the other ARTH 100 students, but their assignments will be different and they will attend an additional conference meeting each week. Through writing about art, students in ARTH 100/ WRIT 125 will develop skills in visual and critical analysis. *This course satisfies the Writing 125 requirement and counts as a unit toward a major in Art History, Architecture or Studio Art.*

Prerequisite: None

Distribution: Arts, Music, Theatre, Film, Video

Semester: Fall

Unit: 1.0

WRIT 125 05/EDUC 102 Education in Philosophical Perspective

Hawes (Education)

What are the leading educational ideas of the past and the present, and how can we make use of them? How can we better understand and guide learning? We will pursue these and similar questions through reading, reflection, discussion, and writing. Topics include: learning and teaching, educational aims and values, curriculum and schooling. *This course satisfies the Writing 125 requirement and counts as a unit towards distribution requirements and towards the Education minor. Includes a third session each week.*

Prerequisite: None

Distribution: Epistemology and Cognition

Semester: Fall

Unit: 1.0

WRIT 125 06/JPN 155 Exploring Solitude: Japanese Writers across the Ages

Morley (Japanese)

Most of us choose to write alone, in solitude. In Japanese literature solitude has been shaped into an intensely emotional response to nature and human experience. The esthetic values that many feel lie at the heart of the Japanese literary and artistic tradition—*sabi* (solitude), *wabi* (the aged or weathered), *yugen* (subtle mystery), *shiori* (wiling)—arose from this preoccupation with solitude. How do we recognize these values in the literature that we read? Do they resonate with our own experience? What Buddhist cultural beliefs influenced the development of these values in Japan? How are they recast in modern fiction to recapture what is felt to be a uniquely “Japanese” atmosphere? We will be reading selections from a variety of the classics such as *The Pillowbook*, *Essays in Idleness*, *Nob* plays, and the *haiku* poetry of Basho, as well as such modern and contemporary authors as Tanizaki Junichiro, Kawabata Yasunari, and Banana Yoshimoto. We’ll also watch a TV adaptation of Banana Yoshimoto’s *Kitchen*. No prior knowledge of Japanese language or literature is required. *This course counts toward the Japanese and Japanese Studies major requirements. Includes a third session each week.*

Prerequisite: None

Distribution: Language and Literature

Semester: Fall

Unit: 1.0

WRIT 125 07, 08 The Role of Stories

Schwartz (The Writing Program)

This course looks at the rich and various roles stories play. We begin by reading different types of stories, and we consider how these stories convey complex ideas in an effective and compelling manner (think of all the times you understood some principle or subtle truth because it was communicated to you in the form of a story). We also look at the short story as a literary form, examining the techniques by which writers reveal their visions. This section is appropriate for students who have not done much writing in high school or who perhaps lack confidence in writing (but who love to read stories).

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 125 09 Spiritual Journeys

Ward (Special Project Director)

We will examine the spiritual reflections of women and men across cultures and history through our class reading, research, and writing. We will focus on the nature and meaning of spirituality, the attainment of inner and outer peace as a goal of spiritual life, and place as a locus of spiritual awareness and connection. We will read from the reflections of, among others, the Quaker thinker and educator, Parker Palmer; the current-day Buddhist monk, Thich Nhat Hanh; the twentieth-century American pilgrim, Peace Pilgrim; Black Elk of the Sioux people; the Lubavitcher rabbi, Rebbe Menachem Mendel Schneerson; and American essayist, Frederick Buechner.

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 125 10 Women and Law

Viti (The Writing Program)

We will read cases and articles about the way courts have changed existing laws affecting American women and their roles in the workplace, the academy, and the home. Readings will be selected from such cases as *Roe v. Wade* and *Webster v. Reproductive Health Services* (abortion); *Webster v. Cruzan* (right to die), and *Quill v. New York* (assisted suicide); *Marvin v. Marvin* (divorce and “rehabilitative alimony”); and from recent cases on gender discrimination, affirmative action, and parental rights.

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 125 11 Watching the Supreme Court

Viti (The Writing Program)

We will read and write about landmark United States Supreme Court cases such as *Marbury v. Madison*, *Lochner v. New York*, *Brown v. Board of Education*, *United States v. Nixon*, and *Roe v. Wade*. Writing (and broadcasts) of Supreme Court watchers such as Laurence Tribe, Woodward and Bernstein, and Nina Totenberg will also be grist for our writing mill. Use of computers for in-class writing assignments and prewriting exercises will play an important role in this course.

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 125 12 Women and Memoir: Reshaping a Life

Johnson (The Writing Program)

When does a writer choose to write about herself? This course will try to answer that question by exploring how writers select and fashion events from their own lives to provide context for their ideas. For women writers especially, this “revision” of personal experience has proved a powerful forum for addressing artistic, social, and political issues. Readings will include essays and selections from autobiographies by Virginia Woolf, Maya Angelou, Alice Walker, Maxine Hong Kingston, and Joan Didion. Students will have the opportunity to use their own journal entries as raw material for critical essays.

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 125 13 The Observing Eye: The Autobiographical Essay

Johnson (The Writing Program)

True autobiography, Patricia Hampl notes, “is written in an attempt to find not only a self but a world.” How does a writer discover the universal truth embedded in his or her particular story? How does he or she persuade us that something important is being discussed? Whether writing about childhood, family, or social or political issues, the autobiographical essayist uses his or her own life as primary text. In this course we will examine how writers such as Alice Walker, Joan Didion, George Orwell, and James Baldwin have used personal observation to shape important social statements.

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 125 14 Strong Women in Film
Wood (The Writing Program)

Beginning with Katherine Hepburn's role as a test pilot in Dorothy Arzner's *Christopher Strong* (1933), we will examine the evolution of Hollywood's portrayal of women, contrasting the surprisingly strong (but rare) images of women with the far more familiar portrayals of women as objects of male desire and imagination. Writing assignments will ask students to draw from readings in film history and criticism to develop their own interpretations of the women they view.

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 125 15 Gothic Fiction
Bellanca (English)

"Horror, madness, monstrosity, death, disease, terror, evil, and weird sexuality": these preoccupations, according to a recent critic, have animated Gothic fiction ever since it emerged in the later 1700's. We will share these preoccupations as we examine a range of Gothic texts, from eighteenth-century Gothic romances and Jane Austen's hilarious parody of them, to Poe's tales of insanity and incest and the fiction of his twentieth-century successors. And we will consider these questions about those texts: What makes Gothic fiction "Gothic"? How do we account for its immense popularity? Why have high-minded readers and writers always tended to scorn it? (What *are* they so worried about?) And what have modern Gothic writers and readers made of the genre they've inherited?

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 125 16 Frankenstein and Dracula
Bellanca (English)

The first English vampire (Polidori's Lord Ruthven) and Frankenstein's creature were both conceived at a house party in Switzerland in 1816. This course will study these monsters and some of their hideous progeny. We will focus on Mary Shelley's *Frankenstein* and Bram Stoker's *Dracula*, reading these novels in relation to twentieth-century fiction and film as well as in the context of current work on gender and sexuality, reproductive technologies and disease.

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 125 17 "Written by Herself": Women's Autobiographical Writing
Cohen (Office of the Class Deans)

This course will explore autobiographies written by women from a wide range of backgrounds and cultures. The title of the course is borrowed from one of the works we will read: *Incidents in the Life of a Slave Girl*/*"Written by Herself."* More than any of the other women on the syllabus, this freed slave had to confront literal obstacles in winning the freedom to speak for herself, to tell her own story, and to define her own identity. Each of the writers, however, also deals with the challenge of creating her own story in the face of pressures limiting and defining her. We will consider how each of these women uses her writing to define herself in relation to her childhood, her family, her society, her world.

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 125 18 Exploration, Tourism, and Conquest: Western Travel Narratives from Marco Polo to Edgar Snow
Looper (The Writing Program)

Humans have always "displaced" themselves — in reality or in imagination — in order to gain a better sense of where they fit in the world. Travel literature thereby becomes a powerful cultural tool, serving to justify conquest, to advocate social change, and to bolster conceptions of personal identity. In this course, we will analyze the political, social, and personal uses of some examples of fictional and real travel narratives, studying selections from Marco Polo's *Book of Marvels*, Lewis and Clark's journals, Jules Verne's *Around the World in 80 Days*, H. G. Wells' *The Time Machine*, and Edgar Snow's *Journey to the Beginning*. At the end of the course, we will write our own travel narrative, keeping in mind the three functions of travel literature that we will study in this course.

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 125 19 The Possibility of Utopia?
Saenz (Anthropology)

Anthropologists, Marxists, and anarchists often look wistfully backwards at primitive utopias and then project these idealized societies into an imagined future for humanity. In this course we will begin by reading Thomas More's *Utopia* and

excerpts from Plato's *Republic*, followed by Spencer Klaw's *Without Sin: The Life and Death of the Oneida Community*; Nardi R. Champion's *Ann Lee, Morning Star of the Shakers*; Edward Abbey's *The Monkey Wrench Gang*; and anarchist Peter Kropotkin's *The Conquest of Bread*, which draws on anthropological theory and which strongly influenced radical social activists in the late nineteenth century. We will conclude our readings with two sobering works, George Orwell's Marxist dystopia *Nineteen Eighty-Four*, and Philip K. Dick's *Do Androids Dream of Electric Sheep* (*Blade Runner*). Students will be encouraged to visit and write about practicing utopian communities. Possibilities in the Boston area and New England include Trappist nuns, Hari Krishnas, the Bruderhof of Rifkin, New York, the Hancock Shaker village near Pittsfield and the new order Shaker community at Sabbath Day Lake, Maine, as well as the several surviving hippie and New Age communities.

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 20 The Roots of Gender
Mansfield (Psychology)

Are boys and girls inherently different? Do cultural pressures force children into one or another mold? Do children participate actively in their own socialization into male and female roles? This course will explore such questions through autobiographical recollections, observations of young children at play, and scholarly articles by psychologists and other social scientists. Assignments, which will include narratives, analyses, and two short research projects (one hands-on and one library-based), will provide practice in three types of writing: reflecting on personal experience, presenting and interpreting information, and arguing an opinion.

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 21 New Voices in American Writing
Iwanaga (The Writing Program)

This course is about listening to voices—hearing what they say and how they say it. It is about point of view, and analyzing how the narrator's experiences, beliefs, and attitudes influence perceptions. We will read novels and short stories that touch on topics such as coming of age, racism, and family issues as recounted by girls and young women of various ethnic and cultural backgrounds, growing up in different parts of the

U.S. Readings will include the novels *The House on Mango Street* by Sandra Cisneros, *Ellen Foster* by Kaye Gibbons, *Bread Givers* by Anzia Yezierska, and *A Yellow Raft in Blue Water* by Michael Dorris. It is hoped that, in writing about these literary works, each student will discover and develop her own voice, as well as practice techniques of analysis and argument. *Please note: Enrollment in this course is limited to students who speak English as a second or additional language.*

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 22 Mothers and Daughters in Asian-American Literature
Lee (English)

The site of rebellion, resistance, identification, and desire, the mother-daughter relationship has been a crucial one in works of Asian-American literature from the 40s and 50s to the present. Through their silences and their stories, their labors and their lunacies, mothers seem to hold the key to their daughters' selves. What can account for this overwhelmingly consistent pattern? Why are mothers so often seen as the bearers of culture and history? Why are the protagonists of so many Asian-American novels and poems daughters rather than sons? This course will explore these and other questions in reading the works of writers such as Maxine Hong Kingston, Joy Kogawa, Cathy Song and Nora Okja Keller.

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 23 Literary Journalism
Russell (PERA)

Students will be introduced to this popular and ever-growing genre which weds the style and narrative construction of fiction with the journalistic accuracy of reportage. By sampling a wide range of writings garnered from magazines and literary journals, students will read everything from travel essays to profiles of women athletes. Several short writing assignments, culminating in an 8-10 page profile in the style of those commonly found in *The New Yorker* will help the writer develop confidence in her voice, while also introducing her to the requisite skills of interviewing, observation and research.

Prerequisite: None
Distribution: None
Semester: Fall Unit: 1.0

WRIT 125 24 Landscape into Art, Art into Landscape*Rhodes (Art)*

The word itself is telling: “landscape” is both a way of viewing the natural world and a means of altering it. This course will provide a highly selective survey of the history of landscape painting and landscape design, mostly in the Western tradition, with emphasis on developments from the 18th century to the present. Among the topics: the English landscape park and the rise of the Picturesque aesthetic; 19th century American landscape paintings as statements of nationalistic consciousness; French Impressionism; the garden designs of Gertrude Jekyll; and the Wellesley campus and other notable landscapes. We will take advantage of a major exhibition of Monet paintings at the Boston Museum of Fine Arts.

Prerequisite: None

Distribution: None

Semester: Fall

Unit: 1.0

WRIT 250 Research or Individual Study

Prerequisite: Open to qualified students who have completed 125. Permission of the instructor and the Director of The Writing Program required.

Distribution: None

Semester: Fall

Unit: 1.0

WRIT 250H Research or Individual Study

Prerequisite: Open to qualified students who have completed 125. Permission of the instructor and the Director of The Writing Program required.

Distribution: None

Semester: Fall

Unit: 0.5

SEMESTER II

WRIT 125 01, 02/ENG 120 Critical Interpretation*Cezair-Thompson, Fisher (English)*

An examination of classic poetic texts in English from the Renaissance to the modern period—Shakespeare, Donne, Wordsworth, Dickinson, Yeats, Bishop, and others. A course designed to increase power and skill in critical interpretation and critical writing. *This course satisfies both the Writing 125 and the English 120 requirements. Includes a third session each week.*

Prerequisite: Open to all first-year students but primarily recommended for prospective English majors.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

WRIT 125 03, 04/ARTH 101 Introduction to the History of Art: Renaissance to the Present*Rhodes, Bedell (Art)*

A foundation course in the History of Art, Part 2. The course concentrates on art and architecture in Europe and North and Central America from the Renaissance period to the present; some consideration is given to post-medieval Islamic and African art. Students in this section of ARTH 101 will attend the same twice-weekly lectures and weekly conference as the other ARTH 101 students, but their assignments will be different, and they will attend an additional conference meeting each week. Through writing about art, students in 101/125 will develop skills in visual and critical analysis. *This course satisfies the Writing 125 requirement and counts as a unit toward a major in Art History, Architecture, or Studio Art.*

Prerequisite: Open to all first-year students.

Distribution: Arts, Music, Theatre, Film, Video

Semester: Spring

Unit: 1.0

WRIT 125 05/GER 120 Views of Berlin*Ward (German)*

From the brilliant cultural metropolis of the 1920s to the current “post-wall” period, the city of Berlin will provide the vantage point to survey seven decades of German history and culture. We will study films, literary texts, political language and art in order to gain a better understanding of the “German Question” and the special status of Berlin within it. *This course satisfies the Writing 125 requirement and counts as a unit for the Group A distribution requirement and the German studies major. Includes a third session each week.*

Prerequisite: Open to all first-year students.

Distribution: Language and Literature

Semester: Spring

Unit: 1.0

WRIT 125 06/CHEM 115 Introductory Chemistry II with Laboratory*Merritt (Chemistry)*

This second semester course in introductory chemistry will be organized around topics illustrating the applications of chemistry in other sciences and to societal issues. The chemical topics of this course include the quantum nature of matter, the orbital model of atomic structure, chemical periodicity, orbital models of chemical bonding, properties of solutions, acid/base chemistry, solubility and complexation equilibria, electrochemistry, transition metal chemistry and nuclear chemistry. The laboratory includes experience with instrumental and non-instrumental

methods of analysis, sampling, computational chemistry, and solution equilibria. Writing assignments in the course will be chosen to teach chemical concepts and to define, illustrate, and practice the several forms of science writing. In addition to the chemistry text, readings will be drawn from the technical reports constituting "the scientific literature," publications for the general public such as *Scientific American*, news stories in the popular press, and science fiction. Three periods of lecture, one 50-minute discussion and one three-and-one-half-hour laboratory meeting weekly.

Prerequisites: CHEM 110 (or 114) and fulfillment of the Quantitative Reasoning basic skills requirement.
Distribution: Natural and Physical Science or Mathematical Modeling. The course satisfies the Quantitative Reasoning overlay course requirement.
Semester: Spring Unit: 1.25

WRIT 125 07 The Roots of Gender

NOT OFFERED IN 1998-99. Are boys and girls inherently different? Do cultural pressures force children into one or another mold? Do children participate actively in their own socialization into male and female roles? This course will explore such questions through autobiographical recollections, observations of young children at play, and scholarly articles by psychologists and other social scientists. Assignments, which will include narratives, analyses, and two short research projects (one hands-on and one library-based), will provide practice in three types of writing: reflecting on personal experience, presenting and interpreting information, and arguing an opinion.

Prerequisite: None
Distribution: None
Semester: N/O Unit: 1.0

WRIT 125 08 Public Opinions

Cooper (English)

Studying newspaper editorials, scholarly articles, legal decisions, political speeches, television and print advertising, and blockbuster films, students will work toward understanding how moral positions find public expression in American culture today. Each student will be asked not only to analyze and critique the rhetorical procedures of various texts, but also to research such specific issues as abortion rights, capital punishment, freedom of speech and of the press, the legalization of illicit drugs, and the right to privacy, so as to develop and persuasively argue her own opinions on these issues.

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 09 The Art of Fiction

Schwartz (The Writing Program)

This course examines the basic elements of short fiction, but it might also be titled "How Writers Write." In conjunction with reading and writing about short stories, we will study commentaries about the art of fiction by such writers as Flannery O'Connor, Eudora Welty, Grace Paley, and Leslie Marmon Silko. We will approach these texts as a source of instruction and inspiration for our own efforts to master the writing process. In order to better appreciate a short story writer's technical and artistic strategies, we will occasionally try our hand at some fictional exercises. Note: This is not a fiction writing course; the fiction exercises are assigned in conjunction with analytical papers.

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 10 The Observing Eye: The Autobiographical Essay

Johnson (The Writing Program)

True autobiography, Patricia Hampl notes, "is written in an attempt to find not only a self but a world." How does a writer discover the universal truth embedded in his or her particular story? How does he or she persuade us that something important is being discussed? Whether writing about childhood, family, or social or political issues, the autobiographical essayist uses his or her own life as primary text. In this course we will examine how writers such as Alice Walker, Joan Didion, George Orwell, and James Baldwin have used personal observation to shape important social statements.

Prerequisite: None
Distribution: None
Semester: Spring Unit: 1.0

WRIT 125 11 Women and Memoir: Reshaping a Life

Johnson (The Writing Program)

When does a writer choose to write about herself? This course will try to answer that question by exploring how writers select and fashion events from their own lives to provide context for their ideas. For women writers especially, this "revision" of personal experience has proved a powerful forum for addressing artistic, social, and political issues. Readings will include essays and selections from autobiographies by Virginia Woolf, Maya Angelou, Alice Walker, Maxine Hong Kingston, and Joan Didion. Students will have the opportunity to use their own journal entries as raw material for critical essays.

Prerequisite: None
Distribution: None
Semester: Spring

Unit: 1.0

WRIT 125 12 Law, Literature and Film

Viti (The Writing Program)

We will read and write papers about short works of literature, both fiction and nonfiction, and about popular films that reflect society's values concerning law and justice. Readings will be selected from works of Elie Weisel, Franz Kafka, and Jeanne Houston, and popular and classic films such as *Inherit the Wind*, *To Kill a Mockingbird*, *The Verdict*, *Dead Man Walking*, and *The Firm*.

Prerequisite: None
Distribution: None
Semester: Spring

Unit: 1.0

WRIT 125 13 Letters

Leventhal (German)

With the introduction of the Internet, more people are writing "letters" than ever before, using electronic mail instead of "snail mail," and bringing an old tradition up-to-date. Letter-writing has a long and fascinating history; letters appear in many guises—as epistolary novels, journalism, political statements, or plays. Letters can contain confessional statements or obfuscation; they can provide unique insights into personality, history and culture. We shall examine a range of these forms and styles, and look as well at some examples from the worlds of fine art and music. Texts include Goethe's first novel, *The Sorrows of Young Werther*, Mollie Panter-Downes' *Letter from London*, Vaclav Havel's *Letters to Olga*, Martin Luther King's *Letter from a Birmingham Jail*, Franz Kafka's letter to his father (which he never sent), Geraldine Brooks' *Foreign Correspondence*, and A. R. Gurney's recent play, *Love Letters*.

Prerequisite: None
Distribution: None
Semester: Spring

Unit: 1.0

WRIT 125 14 Gothic Fiction

Bellanca (English)

"Horror, madness, monstrosity, death, disease, terror, evil, and weird sexuality": these preoccupations, according to a recent critic, have animated Gothic fiction ever since it emerged in the later 1700's. We will share these preoccupations as we examine a range of Gothic texts, from eighteenth-century Gothic romances and Jane Austen's hilarious parody of them, to Poe's tales of insanity and incest and the fiction of his twen-

tieth-century successors. And we will consider these questions about those texts: What makes Gothic fiction "Gothic"? How do we account for its immense popularity? Why have high-minded readers and writers always tended to scorn it? (What are they so worried about?) And what have modern Gothic writers and readers made of the genre they've inherited?

Prerequisite: None
Distribution: None
Semester: Spring

Unit: 1.0

WRIT 125 15 Writers, Readers, Revisions

Rodensky (English)

In this course, we will think about different kinds of revisions. To revise is, literally, to re-see, and we will consider the ways in which writers re-see their work (and themselves). This undertaking will lead us to explore developments in the works of writers such as W.B. Yeats, who returned to his early published poems and changed some of them. We will also attend to the issues which arise when one writer redoes the work of another. What happens when Jean Rhys retells a part of Charlotte Bronte's *Jane Eyre*? Rhys gives a voice to a character — the first Mrs. Rochester — who does not have a voice in Bronte's novel. Does Rhys 'revise' Bronte's novel? Perhaps 'revise' isn't the right word for such an activity. We will attend to these and other questions as we read works such as Charlotte Bronte's *Jane Eyre*, Jean Rhys's *Wide Sargasso Sea*, Daniel Defoe's *Robinson Crusoe*, Michel Tournier's *Friday*, and selected poems of W.B. Yeats and Robert Lowell.

Prerequisite: None
Distribution: None
Semester: Spring

Unit: 1.0

WRIT 125 16 The Problems of Public Art

NOT OFFERED IN 1998-99. This course examines major (and often controversial) public art projects in the United States from 1860 to today. We will begin with nineteenth-century Civil War monuments and other public sculptures, then turn to the elegant murals in the Museum of Fine Arts and Boston Public Library as examples of turn-of-the-century "decorations." We then examine the influence of the Mexican mural movement on American artists in the 1930s, focusing on the work of Rivera, Orozco and others in the U.S., and on New Deal projects done by Americans in the Boston area. Finally, we will explore some contemporary debates. Issues of patronage, meaning, and censorship will be addressed. We will take at least two field trips. Written projects will be designed

to encourage writing about art and its relationship to both architecture and the public, using actual works to the extent possible.

Prerequisite: None
Distribution: None
Semester: N/O

Unit: 1.0

WRIT 125 17 Writing About the Viet Nam War

Ivanaga (The Writing Program)

Typically, the literature of war, like its movies, depicts the experiences of the soldiers (usually white, always male) who waged it, as though they are the only ones authorized to write about it. But war affects many other people besides GIs. In this course, in addition to *The Things They Carried* by Tim O'Brien, we will also read poetry, memoirs, short stories, and novels about the Viet Nam war written by and about nurses, Vietnamese combatants and refugees, Latino and African American soldiers, and their families. We will also discuss the possible ramifications of the traditional canon of war literature on society's attitudes toward war. Writers studied will include Bobbie Ann Mason, Yusuf Komunyakaa, Judith Ortiz Cofer, and Duong Thu Huong.

Prerequisite: None
Distribution: None
Semester: Spring

Unit: 1.0

WRIT 125 18 Islam, Muslims, and the Middle East in the Western Media, Literature, and the Arts

Rollman (History)

Through critical evaluation of selected texts and images produced by European and American travelers, academics, journalists, and artists during the nineteenth and twentieth century, the course will explore how to examine the cultural stereotypes that have had, and continue to have, a formative impact on how Islam, Muslims, and the Middle East are depicted and understood in the West. Students will analyze the processes by which these representations and assumptions are created and perpetuated, their impact in specific historical contexts, and their relevance to a consideration of broader issues centered on intercultural communication and understanding, the production and use of knowledge, and the relationship between cultural stereotypes and other arenas of human interaction.

Prerequisite: None
Distribution: None
Semester: Spring

Unit: 1.0

WRIT 125 19 Watching the Supreme Court Viti (The Writing Program)

We will read and write about landmark United States Supreme Court cases such as *Marbury v. Madison*, *Lochner v. New York*, *Brown v. Board of Education*, *United States v. Nixon*, and *Roe v. Wade*. Writings (and broadcasts) of Supreme Court watchers such as Laurence Tribe, Woodward and Bernstein, and Nina Totenberg will also be grist for our writing mill. Use of computers for in-class writing assignments and prewriting exercises will play an important role in this course.

Prerequisite: None
Distribution: None
Semester: Fall

Unit: 1.0

WRIT 126 Writing Tutorial

Wood (The Writing Program)

An individual tutorial in expository writing, taught by juniors and seniors from a variety of academic departments. An opportunity to tailor reading and writing assignments to the student's particular needs and interests. Tutorial meetings are individually arranged by students with their tutors. *Mandatory credit/noncredit.*

Prerequisite: Open to students from all classes by permission of the instructor.
Distribution: None
Semester: Spring

Unit: 1.0

WRIT 225 Non-Fiction Writing

Writing 225 is a changing topics course that will each year take up a particular non-fiction writing genre. Davis Scholars and transfer students who have not met the writing requirement may opt to take Writing 225 as may other students who have already fulfilled the writing requirement.

Sides (English)

Topic for 1998-99: Travel Writing

A range of writing assignments organized around the genre of travel writing. We will first respond in critical essays to examples of several of the many forms travel writing can take: literary, anthropological, artistic, religious, and journalistic. In addition, we will write book reviews of contemporary travel books, write our own travel essay or travel article for a newspaper, and finally each student will read, research, and write about either the work of a particular travel writer or about some aspect of travel that relates to her own intellectual or personal interests. Readings will include selections from: V.S. Naipaul, *An Area of Darkness*; Zora Neale Hurston, *Tell My Horse*; D.H. Lawrence, *Sea*

and Sardinia; Matsuo Basho, *The Narrow Road to the Deep North*; Richard E. Strassberg's anthology, *Inscribed Landscapes: Travel Writing from Imperial China*; Maura O'Halloran, *Pure Heart Enlightened Mind*; *The Zen Journal and Letters of Maura Soshin O'Halloran*; Mary Louise Pratt, *Imperial Eyes: Travel Writing and Transculturation*; Dennison Nash, *Anthropology of Tourism*; Dean MacConnell, *The Tourist: A New Theory of the Leisure Class*; the travel sections of *The New York Times* and *The Boston Globe*.

Prerequisite: None
Distribution: Language and Literature/A
Semester: Spring Unit: 1.0

WRIT 250 Research or Individual Study

Prerequisite: Open to qualified students who have completed WRIT 125. Permission of the instructor and the Director of the Writing Program required.
Distribution: None
Semester: Spring Unit: 1.0

WRIT 250H Research or Individual Study

Prerequisite: Open to qualified students who have completed WRIT 125. Permission of the instructor and the Director of The Writing Program required.
Distribution: None
Semester: Spring Unit: 0.5

Courses in Asian American Studies

Asian American Studies is an interdisciplinary and interdepartmental field at Wellesley. Distinct from and yet interdependent on both Asian Studies and American Studies, it focuses on a number of critical issues unique to the experience since the mid 19th century of the people of Asian heritage in North America. A student may concentrate in one of the wide variety of disciplines that comprise the field, while augmenting her expertise with courses listed under "Related Courses," including those offered at MIT.

At this time, there is no departmental or interdepartmental major in Asian American Studies. However, course work in this curricular field can enrich and enlarge concentrations in a variety of existing Departments and Programs.

ANTH 318 Race, Class, and Colonialism in America

ENG 284 Asian American Literature

ENG 383 The Problem of Reading Asian American Literature: Genre v. Gender

EXTD 151 Asian American Experience

HIST 351 Asian Settlement in North America

WOST 250 Asian Women in America

WOST 254 Asian American Women Writers

WOST 248 Asian American Writers

WOST 249 Asian American Women in Film and Video

Related courses:

HIST 294 Immigration in America

POL 217 Politics of Immigration and Refugees

POL 337 The Politics of Minority Groups in the United States

PSYC 347 Ethnicity and Social Identity

REL 226 Liberation Theology

SOC 209 Social Inequality

SOC 210 Race and Ethnicity

WOST 235 Cross-Cultural Sexuality

WOST 249 Asian American Women in Film and Video

WOST 305 Representations of Women of Color in the U.S.

WOST 317 History of Sexuality: Queer Theory

Courses in Film and Video

The Courses of Instruction include the following courses in film and video:

AFR 207 Images of Africana People through the Cinema

AFR 222 Images of Blacks and Women in American Cinema

ARTH 375 Women Filmmakers: History and Theory of Subversion

ARTS 165 Introduction to Video Production

ARTS 265 Intermediate Video Production

ARTS 365 Advanced Video Production

CHIN 243 Chinese Cinema (in English)

ENG 204 The Art of Screenwriting

EXTD 231 Interpretation and Judgment of Films

FREN 240 Images of Women in French Film

FREN 314 Cinema

GER 244/344 German Cinema 1919–1945 (in English)

GER 246 History and Memory in New German Cinema (in English)

ITAL 249 The Cinema of Transgression (in English)

ITAL 264 Italian Film and Postmodernity (in English)

JPN 130 Japanese Animation (in English)

JPN 251 Japan Through Literature and Film (in translation)

RUSS 255 Seven Decades of Soviet and Russian Cinema

SOC 216 Sociology of Mass Media and Communications

SPAN 265 Introduction to Latin American Cinema

SPAN 315 Seminar. Luis Buñuel and the Search for Freedom and Morality

TECH 140 Television Technology and Projects Workshop

WOST 249 Asian American Women in Film and Video

WRIT 125 11 Law, Literature and Film

Courses in Health and Society

The anthropologist Mary Douglas observed that "the human body is always treated as an image of society and...there can be no natural way of considering the body that does not involve at the same time a social dimension." Similarly, how we perceive our bodies, how they are treated by the health care system, how medicine and health care shape how we see ourselves are critical questions we must all face. Courses in Health and Society include ones that examine the workings of the human body and mind and ones that take a broad look at the relationship between health and larger cultural and societal issues. These courses encourage students to confront the ethical, social and political issues in the creation of health and science, and they allow students to consider the broad issues that link the body to the body politic. They offer valuable perspectives to enrich students planning careers in the health field and benefit anyone confronting health care in today's complex world.

Although there is no departmental or interdepartmental major in Health Studies, these courses enrich and enlarge concentrations in a variety of disciplines. They also demonstrate how different disciplines contribute to understanding a topic (health) and an institution (the health care system) that affect all our lives. Students who plan to apply for admission to medical school should consult the section on Preparation for Medical School on p. of this catalogue.

The Courses of Instruction include the following courses in health and society:

ANTH 204 Physical Anthropology

ANTH 236 The Ritual Process: Magic, Witchcraft and Religion

BISC 107 Biotechnology

BISC 109 Human Biology with Laboratory

BISC 209 Microbiology with Laboratory

BISC 213 The Biology of Brain and Behavior with Laboratory

BISC 314 Immunology with Laboratory

CLCV 241 Medicine and Science

ECON 232 Health Economics

EXTD 103 Introduction to Reproductive Issues

EXTD 202 Multi-Disciplinary Approaches to Abortion

EXTD 203 Ethical and Social Issues in Genetics

EXTD 204 Women and Motherhood

EXTD 300 Ethical and Policy Issues in Reproduction

EXTD 334 Seminar. Literature and Medicine

HIST 224 The Healing Arts: Medicine and Society in Medieval and Renaissance Europe

HIST 348 Seminar. History of Medicine

PE 205 Sports Medicine

PHIL 249 Medical Ethics

PHYS 222 Medical Physics

PSYC 219 Physiological Psychology

PSYC 302 Health Psychology

PSYC 309 Abnormal Psychology

PSYC 318 Seminar. Brain and Behavior

PSYC 325 Seminar. History of Psychology

SOC 314 Medical Sociology and Social Epidemiology

TECH 200 Medical Technology and Critical Decisions

WOST 220 American Health Care History in Gender, Race and Class Perspective

WOST 235 Cross-Cultural Sexuality

Courses in Legal Studies

Law is a central institution in the organization of social life, and legal doctrines and procedures play an important role in establishing collective values, mediating conflicts between individuals and groups, and resolving questions of state power. Legal materials provide a rich ground for developing reading and interpretive skills, and for promoting serious inquiry into visions of the good and the just, the dimensions and limits of private and public decision-making, and conflicts between consent and coercion. Finally, cross-cultural and historical analyses offer students opportunities to explore the ways in which legal institutions and practices help create diverse social identities and communities. Students wishing to explore a range of legal materials, analytical frameworks, and institutions are encouraged to select courses from several perspectives and disciplines.

There is no departmental or interdepartmental major in Legal Studies; however, coursework in this area can enrich and enlarge concentrations in a variety of disciplines. Students who plan to apply for admission to law school should consult the section on Preparation for Law School on p. of this catalog.

Legal Institutions, Policies and Practices

- ECON 325 Law and Economics
- EXTD 202 Multi-Disciplinary Approaches to Abortion
- EXTD 203 Ethical and Social Issues in Genetics
- EXTD 300 Ethical and Policy Issues in Reproduction
- POL1 215 Courts, Law, and Politics
- SOC 207 Criminology
- SOC 338 Seminar. Topics in Deviance, Law and Social Control

Legal Ideas and Interpretations

- CLCV 243 Roman Law
- HIST 258 Freedom and Dissent in American History
- PHIL 326 Philosophy of Law
- POL1 311 The Supreme Court in American Politics
- POL1 320S Seminar. Inequality and the Law
- POL1 330S Seminar. The First Amendment

Courses in Literature in Translation

Students should note that a number of foreign language departments offer literature courses in translation. All material and instruction is in English and no knowledge of the foreign language is required for these courses.

CHIN 106 Chinese Literature: Through the Song Dynasty

CHIN 107 Chinese Literature: After the Song Dynasty

CHIN 243 Chinese Cinema

CHIN 330 Women in Chinese Literature

CHIN 340 Topics in Chinese Literature

CLCV 102 Uncovering the Ancient World: An Introduction to the Worlds of Ancient Greece and Rome

CLCV 104 Classical Mythology

CLCV 105 Greek and Latin Literature in Translation

CLCV 111 Comedy: Old, New and Ever Since

CLCV 210/310 Greek Drama in Translation

CLCV 211/311 Epic and Empire

CLCV 215/315 Women's Life in Greece and Rome

CLCV 216 The Age of Augustus, the First Roman Emperor

CLCV 217/317 Neronian Rome

EXTD 330 Seminar. Comparative Literature. Topic for 1998-99: Narrative Practices

GER 244 German Cinema 1919-1945 (in English)

GER 246 History and Memory in New German Cinema (in English)

GER 253 Music and Literature: the German Tradition (in English)

GER 268 Richard Wagner: His Critics and Defenders (in English)

GER 275 Kafka and Mann (in English)

ITAL 249 The Cinema of Transgression (in English)

ITAL 261/361 Italian Cinema (in English)

ITAL 263 Dante (in English)

ITAL 265 Literature of the Italian Renaissance (in English)

JPN 251 Japan Through Literature and Film (in translation)

JPN 253 Modern Japanese Literature from 1800-present (in translation)

JPN 351 Seminar. Theater of Japan (in translation)

JPN 352 Seminar. Topics in Modern Japanese Literature (in translation)

ME/R 246 Monsters, Villains, and Wives

ME/R 247 Arthurian Legends

ME/R 248 Medieval Women's Writers

RUSS 251 The Nineteenth-Century Russian Classics: Passion, Pain, Perfection

RUSS 252 Russian Modernism: Explosion of Matter and Mind

RUSS 253 Russian Drama

RUSS 254 Russian Folklore

RUSS 271 Russia's "Golden Age"

RUSS 272 Politically Correct: Ideology and the Nineteenth-Century Russian Novel

RUSS 276 Fedor Dostoevsky: The Seer of Spirit

RUSS 277 Anton Chekhov and the Enigma of Character

RUSS 281 The Culture of Totalitarianism: Documenting Stalinism and Recording Its Legacy

RUSS 282 Contemporary Russian Literature

RUSS 286 Vladimir Nabokov

SPAN 263 Latin American Literature: Fantasy and Revolution

Courses in Technology Studies

Courses in Technology Studies offer students whose primary interests lie in the humanities and social sciences opportunities to develop the skills necessary to understand and evaluate technological innovations. The program consists of Technology Studies and cross-listed courses with such diverse topics as design and distribution of technological artifacts, photographic processes and electronic imaging, artificial intelligence, computer modeling of music, demography and social planning, biotechnology, light and lasers, medical ethics, the history of technology, women and technology, technology in the third world, energy policy and nuclear power. In 1998-99, students can elect individual cross-listed courses, in consultation with an instructor in Technology Studies, in addition to their major in a department or interdepartmental program.

TECH 140 Television Technology and Projects Workshop

NOT OFFERED IN 1998-99. The general availability of sophisticated video equipment is expanding the uses of television beyond the broadcast arena. Scientific research, legal cases, sports medicine and advances in teaching and training are only a few of the current applications. Video technology is also merging with computers in such applications as computer-controlled videodisc players, CD-ROM's and image digitization. This course will provide students the opportunity to learn about video technology and acquire sufficient competence to develop projects related to their particular interests. The scientific and engineering aspects of video technology will be studied first as a background for hands-on experience with video production and post-production work. Students will design, produce and present their own projects during the term.

Prerequisite: File application in the Physics department. Written permission is required of all students.

Distribution: This course carries one unit of nonlaboratory Group C credit.

Semester: N/O

Unit: 1.0

TECH 200 Medical Technology and Critical Decisions

NOT OFFERED IN 1998-99. Examination of new options created by technology in medicine and of quantitative methods for helping to make reasoned decisions and choices by patients, doctors, and society. Study of amniocentesis and other medical decision problems including the influence of individual and societal values. Development of the necessary background and skills in science and probability. Hands-on experience with scientific and engineering devices and computer modeling of decision-making processes.

Prerequisite: One college mathematics course, or permission of the instructor.

Distribution: This course carries one unit of nonlaboratory Group C credit.

Semester: N/O

Unit: 1.0

TECH 209 Women and Technology

NOT OFFERED IN 1998-99. An examination of the impact of the new technologies of the nineteenth and twentieth centuries on women, with a particular focus on household technology and office automation.

Prerequisite: None

Distribution: Social and Behavioral Analysis

Semester: N/O

Unit: 1.0

Related Courses

BISC 107 Biotechnology

CS 115 Robotic Design Studio

CS 215/ARTS 215 The Art and Science of Multimedia

ECON 228 Environmental and Resource Economics

MATH 250 Topics in Applied Mathematics

PHIL 249 Medical Ethics

PHYS 222 Medical Physics

POL3 327 International Organization

Faculty

Faculty

Legend

- ^A Absent on leave
^{A1} Absent on leave during the first semester
^{A2} Absent on leave during the second semester

Accurate as of June 1, 1998

Marjorie Agosin
Professor of Spanish
B.A., University of Georgia; M.A., Ph.D., Indiana University

Robin M. Akert
Professor of Psychology
B.A., University of California (Santa Cruz); M.A., Ph.D., Princeton University

Mary Mennes Allen
Jean Glasscock Professor of Biological Sciences
B.S., M.S., University of Wisconsin; Ph.D., University of California (Berkeley)

Harold E. Andrews III
Professor of Geology
B.A., College of Wooster; M.A., University of Missouri; Ph.D., Harvard University

Marcellus Andrews
Associate Professor of Economics
B.S., University of Pennsylvania; M.A., M.Phil., Ph.D., Yale University

Diego Arciniegas
Instructor in Theatre Studies
B.A., Williams College

Lilian Armstrong
Mildred Lane Kemper Professor of Art
B.A., Wellesley College; M.A., Harvard University; Ph.D., Columbia University

Chris R. Arumainayagam
Associate Professor of Chemistry
A.B., Harvard University; Ph.D., Stanford University

Adrienne Asch
Henry R. Luce Professor in Biology, Ethics, and the Politics of Human Reproduction
B.A., Swarthmore College; M.S., Columbia University School of Social Work; Ph.D., Columbia University

Jerold S. Auerbach¹²
Professor of History
B.A., Oberlin College; M.A., Ph.D., Columbia University

Nancy Aykanian
Instructor in French
Associate Director, Wellesley-in-Aix
B.A., Wellesley College; M.A., University of California (Berkeley)

John Babington
Instructor in Physical Education and Athletics
B.A., Williams College; J.D., Harvard University

Di Bai
Visiting Assistant Professor of Chinese
B.A., Heilongjiang University (China); M.A., Nanjing University (China); M.A., Ohio State University

Susan Bailey
Professor of Education and Women's Studies
B.A., Wellesley College; M.A., Ph.D., University of Michigan

Joan Bamberger
Associate Professor of Anthropology
B.A., Smith College; A.M., Radcliffe College; Ph.D., Harvard University

Paul Barringer
Instructor in Jazz Piano
Director of "Prism"
B.A., Bard College; M.M., New England Conservatory of Music

Ann Streeter Batchelder
Professor of Physical Education and Athletics
B.A., Wheaton College; M.Ed., Framingham State College; Ed.D., Boston University

De Ama Battle
Instructor in Physical Education and Athletics
Ed.M., Cambridge School; Certificate, Burdett School

Thomas J. Bauer
Instructor in Physics Laboratory
B.A., Wabash College; M.A., University of Idaho

Wendy Hagen Bauer
Professor of Astronomy
B.A., Mount Holyoke College; M.S., Ph.D., University of Hawaii

Connie Lynn Bauman
Associate Professor of Physical Education and Athletics
Athletic Trainer
B.S., Illinois State University; M.S., Arizona State University; Certificate, Indiana State University

Barbara R. Beatty
Associate Professor of Education
A.B., Radcliffe College; Ed.M., Ed.D., Harvard University

Rebecca Bedell
Assistant Professor of Art
B.A., Wellesley College; M.A., Ph.D., Yale University

Patricia Bellanca
Assistant Professor of English
B.A., Wellesley College; M.A., Ph.D., Rutgers University

Marianella Belliard-Acosta
Teaching Fellow in Comparative Literature
B.A., City University of New York; M.A., New York University

Barbara S. Beltz
Associate Professor of Biological Sciences
B.A., Mount Holyoke College; M.S., Ph.D., Princeton University

Priscilla J. Benson
Professor of Astronomy
B.A., Smith College; M.A., Ph.D., Massachusetts Institute of Technology

Robert S. Berg
Associate Professor of Physics
A.B., Princeton University; M.A., Ph.D., University of California (Berkeley)

Joanne Berger-Sweeney
Associate Professor of Biological Sciences
B.A., Wellesley College; M.P.H., University of California (Berkeley); Ph.D., Johns Hopkins University

Patricia Gray Berman^{A1}
Whitehead Associate Professor of Critical Thought
Associate Professor of Art
B.A., Hampshire College; M.A., Ph.D., New York University

Stanley Berman
Visiting Associate Professor of Psychology
B.A., University of Rochester; Ed.M., M.A., Ph.D., Temple University

James R. Besancon
Associate Professor of Geology
B.S., Yale University; Ph.D., Massachusetts Institute of Technology

Frank L. Bidart
Professor of English
B.A., University of California (Riverside); A.M., Harvard University

Judith B. Black
Associate Professor of Art
B.A., Quincy College; M.A., M.S., Massachusetts Institute of Technology

Beverly A. Blazar^{A1}
Associate Professor of Biological Sciences
B.A., Ph.D., Brown University; Ed.M., Harvard University

Brock Blomberg^A
Assistant Professor of Economics
B.S., M.A., Ph.D., Johns Hopkins University

Sumantra Bose
Visiting Assistant Professor of Political Science
B.A., Amherst College; M.A., M. Phil., Ph.D., Columbia University

Sheila P. Brachfeld-Child
Senior Lecturer in Psychology
B.A., Tufts University; M.A., Boston University; Ph.D., Brandeis University

Barbara Miriam Brenzel
Professor of Education
B.A., University of Toronto; Ed.M., Ed.D., Harvard University

Martin Alan Brody
Catherine Mills Davis Professor of Music
B.A., Amherst College; M.M., D.M.A., Yale University School of Music

Kathleen Brogan^A
Associate Professor of English
B.A., Queens College; M.A., M.Phil., Ph.D., Yale University

Douglas H. Brown, Jr.
Visiting Instructor in Biological Sciences
B.Sc., McGill University (Canada)

Judith Claire Brown
Professor of Physics
B.A., Rice University; Ph.D., University of California (Berkeley)

Charles Bu
Associate Professor of Mathematics
B.S., M.S., Shanghai Jiao Tong University; M.S., Michigan State University; Ph.D., University of Illinois

Emily A. Buchholtz^{A2}
Associate Professor of Biological Sciences
B.A., College of Wooster; M.A., University of Wisconsin; Ph.D., George Washington University

Tom Burke
Assistant Professor of Political Science
B.A., University of Minnesota (Minneapolis); M.A., Ph.D., University of California (Berkeley)

Elizabeth McCone Byrnes
Visiting Assistant Professor of Psychology
B.A., University of Massachusetts (Boston);
Ph.D., Ohio State University

John J. Byrnes
Visiting Assistant Professor of Psychology
B.A., University of Massachusetts (Boston);
Ph.D., Ohio State University

Alide Cagidemetro
Visiting Professor of English
Laurea, University of Venice

William E. Cain^{VI}
Mary Jewett Gaiser Professor of English
B.A., Tufts University; M.A., Ph.D., Johns
Hopkins University

John S. Cameron
Professor of Biological Sciences
Academic Director of the Science Center
B.S., College of William and Mary; M.S., Ph.D.,
University of Massachusetts (Amherst)

Linda Carli
Visiting Associate Professor of Psychology
B.A., University of Connecticut; Ph.D.,
University of Massachusetts (Amherst)

Robert Carriker
Instructor in Tuba
B.Mus., New England Conservatory of Music

Margaret Deutsch Carroll^A
Professor of Art
B.A., Barnard College; A.M., Ph.D., Harvard
University

Karl E. Case
Professor of Economics
B.A., Miami University; A.M., Ph.D., Harvard
University

Odile Cazenave
Visiting Associate Professor of French
B.A., M.A., University of Strasbourg (France);
M.A., Ph.D., Pennsylvania State University

Margaret Cezair-Thompson
Lecturer in English
A.B., Barnard College; M.A., New York
University; Ph.D., City University of New York

Rupa Chakrabarti
Assistant Professor of Economics
B.S., M.S., London School of Economics; M.A.,
Ph.D., Cornell University

Maud H. Chaplin
Professor of Philosophy
B.A., Wellesley College; M.A., Ph.D., Brandeis
University

Jonathan M. Cheek
Professor of Psychology
B.A., George Washington University; M.A.,
University of Texas (Austin); Ph.D., Johns
Hopkins University

Dai Chen
Language Instructor in Chinese
B.A., Shanghai Teacher's University; M.A.,
University of Iowa

James David Christie
Instructor in Organ
B.A., Oberlin College; M.M.A., New England
Conservatory of Music

Nancy Cirillo
Instructor in Violin
Director, Chamber Music Society
Mannes School of Music; Manhattan School of
Music

David E. Clapham
Visiting Professor of Biological Sciences
B.E.E., Georgia Institute of Technology; Ph.D.,
Emory University; M.D., Emory School of
Medicine

Anne de Coursey Clapp
Professor of Art
B.A., Smith College; M.F.A., Yale University;
A.M., Ph.D., Harvard University

Suzanne Cleverdon
Instructor in Harpsichord and Continuo
B.M., M.M., New England Conservatory of
Music

Blythe McVicker Clinchy
Professor of Psychology
B.A., Smith College; M.A., New School for
Social Research; Ph.D., Harvard University

Paul A. Cohen
Edith Stix Wasserman Professor of Asian
Studies and History
B.A., University of Chicago; A.M., Ph.D.,
Harvard University

Susan Cohen
Assistant Professor in the Writing Program
Class Dean
B.A., Cornell University; Ph.D., Yale University

Randall M. Colaizzi
Senior Lecturer in Classical Studies
B.A., University of Wisconsin (Madison); M.A.,
Ph.D., University of California (Berkeley)

Louise E. Colby
Instructor in Physical Education and Athletics
Dipl., Iyengar Yoga Institute of San Francisco

William F. Coleman
Professor of Chemistry
 B.S., Eckerd College; Ph.D., Indiana University
 (Bloomington)

Reyes Coll-Tellechea
Visiting Assistant Professor of Spanish
 Bachiller, Instituto Nacional Ramon Ollerios De
 Bejar; Licenciatura, Universidad Complutense
 de Madrid; Ph.D., University of Minnesota
 (Twin Cities)

Glorianne Collver-Jacobson
Instructor in Guitar and Lute
Coach, Collegium Musicum
 B.A., University of California (Berkeley)

Ann Congleton
Professor of Philosophy
 B.A., Wellesley College; M.A., Ph.D., Yale
 University

Eric Connally
Quantitative Reasoning Specialist
 B.A., Cornell University

Alanna Connors
Visiting Assistant Professor of Astronomy
 S.B., Massachusetts Institute of Technology;
 M.S., Ph.D., University of Maryland

Michael A. Cooper
Assistant Professor of English
 B.A., University of Michigan (Ann Arbor);
 M.A., Ph.D., Harvard University

Robert F. Couture
Instructor in Trombone
 B.M., New England Conservatory of Music;
 M.A., University of Massachusetts (Boston)

Mary D. Coyne^A
Professor of Biological Sciences
 B.A., Emmanuel College; M.A., Wellesley
 College; Ph.D., University of Virginia

Elena Tajima Creef^{A1}
Assistant Professor of Women's Studies
 B.A., University of California (Riverside); M.A.,
 Ph.D., University of California (Santa Barbara)

Lee Cuba
Professor of Sociology
Associate Dean of the College
 B.S., Southern Methodist University; M.A.,
 M.Phil., Ph.D., Yale University

Selwyn R. Cudjoe
Marion Butler McLean Professor in the History
of Ideas
Professor of Africana Studies
 B.A., M.A., Fordham University; Ph.D., Cornell
 University

Thomas Orton Cushman
Associate Professor of Sociology
 B.A., Saint Michael's College; M.A., Ph.D.,
 University of Virginia

Veronica Darer
Visiting Assistant Professor of Spanish
 M.A.T. School for International Training/World
 Learning; Ph.D., University of Florida

Kurt Dassel
Visiting Assistant Professor of Political Science
 B.A., University of California (Berkeley); M.A.,
 M.Phil., Ph.D., Columbia University

Venita Datta
Associate Professor of French
 A.B., Bryn Mawr College; M.A., Ph.D., New
 York University

Seble Dawit
Visiting Assistant Professor of Women's Studies
 B.A., Howard University; L.L.M., University of
 Essex (UK)

Stephanie de Tourris
French House Assistante

Eleanor P. DeLorme
Senior Lecturer in Art
Adjunct Curator, Davis Museum and Cultural
Center
 B.A., Wellesley College; M.A., Harvard
 University

Bonnie M. Dix
Assistant Professor of Physical Education and
Athletics
 B.S., University of Vermont; M.S., University of
 Tennessee (Knoxville)

Nicholas K. Doe
Instructor in Chemistry Laboratory
 B.A., M.S., University of California (Santa
 Cruz); M.A., Stanford University

Carlos G. Dorrien
Professor of Art
 Montserrat School of Visual Art, Diploma in
 Sculpture

Carol Dougherty^A
Associate Professor of Classical Studies
 B.A., Stanford University; M.A., University of
 California (Santa Barbara); M.A., Ph.D.,
 Princeton University

Marion Dry
Instructor in Voice
 A.B., Harvard University; M.M., Northwestern
 University

- Theodore W. Ducas**
Professor of Physics
 B.A., Yale University; Ph.D., Massachusetts
 Institute of Technology
- Dung Ngoc Duong**
Visiting Instructor in Religion
 B.A., University of Ho Chi Minh City
 (Vietnam); M.A., Harvard University
- Marie Ebersole**
Instructor in Chemistry Laboratory
 B.A., M.S., University of Massachusetts
 (Boston); Ph.D., University of Massachusetts
 (Amherst)
- Sylvaine V. Egron-Sparrow**
Senior Lecturer in French
Director, French House
 Licence de Lettres Modernes, Université de
 Haute Bretagne; Maîtrise de Français et de
 Linguistique, Université de Vincennes
- Sharon K. Elkins^A**
Associate Professor of Religion
 B.A., Stetson University; M.T.S., Harvard
 Divinity School; Ph.D., Harvard University
- Alla L. Epsteyn**
Language Instructor in Russian
 M.A., Moscow University; Ph.D., Academy of
 Sciences Institute of World History (Russia)
- Suzanne M. Estelle-Holmer**
Instructor in the Jewish Studies Program
 B.A., University of Minnesota; M.Phil., Yale
 University
- Roxanne Euben**
Assistant Professor of Political Science
 B.A., Wesleyan University; M.A., Ph.D.,
 Princeton University
- Christina Fastnow**
Assistant Professor of Political Science
 B.A., Wheaton College; M.A., Ph.D., University
 of Iowa
- Peter J. Fergusson**
Theodora L. and Stanley H. Feldberg Professor
of Art
 B.A., Michigan State University; A.M., Ph.D.,
 Harvard University
- Paul Fisher**
Assistant Professor of English
 A.B., Harvard College; B.A., M.A., Trinity
 College (Cambridge); M.A., M.Phil., Ph.D.,
 Yale University
- Charles B. Fisk**
Phyllis Henderson Carey Associate Professor of
Music
Instructor in Piano
Director of Performance Workshop
 A.B., Harvard College; M.M.A., D.M.A., Yale
 University School of Music
- Gerdès Fleurant**
Associate Professor of Music
 B.A., New England Conservatory of Music;
 M.A., Northeastern University; M.M., Ph.D.,
 Tufts University
- Carole R. Fontaine**
Visiting Professor of Religion
 B.A., Florida State University; M.A.R., Yale
 Divinity School; Ph.D., Duke University
- Claire A. Fontijn**
Assistant Professor of Music
Director, Collegium Musicum
 B.A., Oberlin College; M.A., Ph.D., Duke
 University
- Sharon M. Frechette**
Instructor in Mathematics
 B.A., Boston University; A.M., Dartmouth
 College
- Richard G. French^{A1}**
Professor of Astronomy
 B.A., M.S., Ph.D., Cornell University
- Karyn Morriane Frick**
Instructor in Biological Sciences Laboratory
 B.A., Franklin and Marshall College; M.A.,
 Ph.D., Johns Hopkins University
- Alice T. Friedman**
Professor of Art
 A.B., Radcliffe College; M.Phil., University of
 London; Ph.D., Harvard University
- Jan A. Fuller-Stanley**
Associate Professor of Chemistry
 B.S., University of London; M.S., Ph.D.,
 University of Nebraska (Lincoln)
- Laurel Furumoto^A**
Professor of Psychology
 B.A., University of Illinois; M.A., Ohio State
 University; Ph.D., Harvard University
- Nona Gainsforth**
Instructor in Horn
 B.M., Indiana University
- David W. Galloway**
Assistant Professor of Philosophy
 B.Mus., University of North Wales; M.Phil.,
 London University; Ph.D., Massachusetts
 Institute of Technology

Elena Gascon-Vera^a

Professor of Spanish

Licenciatura, University of Madrid; M.Phil., Ph.D., Yale University

Edward P. Gazouleas

Instructor in Viola

B.A., Curtis Institute of Music

Barbara Geller

Associate Professor of Religion

A.B., Princeton University; M.A., Ph.D., Duke University

Nancy P. Genero

Associate Professor of Psychology

A.B., Cornell University; M.A., Ph.D., University of Michigan (Ann Arbor)

Anne T. Gillain

Professor of French

Licence de Lettres Classiques, Université de Paris (Sorbonne); M.A., Tufts University; Ph.D., Harvard University

Tracy R. Gleason

Instructor in Psychology

A.B., Dartmouth College

Marshall Irwin Goldman

Kathryn Wasserman Davis Professor Emeritus of Economics

B.S., Wharton School, University of Pennsylvania; A.M., Ph.D., Harvard University

Nelson Gore

Instructor in Oboe

B.A., New England Conservatory of Music; M.A., Boston Conservatory of Music

Katie Fowle Griswold

Instructor in Physical Education and Athletics

B.A., University of California (Los Angeles); M.A., American University

Bryon Grohman

Director of the Glee Club

B.M., M.M., New England Conservatory of Music

Jeanne Hablanian

Applied Arts Instructor

B.A., Regis College

Vachik Hacopian

Instructor in Biological Sciences Laboratory

B.A., University of California (Los Angeles); M.S., University of Massachusetts (Boston)

Kathy Hagerstrom

Assistant Professor of Physical Education and Athletics

B.A., University of Nebraska (Lincoln); M.S., Central Missouri State University

David R. Haines

Associate Professor of Chemistry

B.A., Earlham College; Ph.D., University of Illinois (Urbana)

Bruce Hall

Instructor in Trumpet

B.M., New England Conservatory of Music

Mona Lambracht Hall

Instructor in Chemistry Laboratory

B.A., Russell Sage College; Ph.D., Tufts University

Nancy Abraham Hall

Senior Lecturer in Spanish

B.A., Smith College; M.A., Ph.D., Harvard University

Thomas S. Hansen

Professor of German

B.A., M.A., Tufts University; Ph.D., Harvard University

Kathleen Harleman

Lecturer in Art

Associate Director, Davis Museum and Cultural Center

B.A., Middlebury College; M.A., Johns Hopkins University; M.B.A., University of Ottawa (Canada)

Barbara Leah Harman

Professor of English

B.A., Tufts University; M.A., Ph.D., Brandeis University

Gary C. Harris

Professor of Biological Sciences

B.S., Bates College; M.S., Ph.D., University of Massachusetts (Boston)

Steven James Harris

Assistant Professor of History

B.A., Beloit College; MA., Ph.D., University of Wisconsin (Madison)

Bunny Harvey

Professor of Art

B.F.A., M.F.A., Rhode Island School of Design

Miyuki Hatano

Language Instructor in Japanese

B.A., Tohoku Gakuin University (Japan)

Kenneth S. Hawes

Assistant Professor of Education

B.S., Massachusetts Institute of Technology; Ed.M., Ed.D., Harvard University

R. Lee Hawkins

Instructor in Astronomy Laboratory

B.S., M.S., Appalachian State University

Michael J. Hearn

Professor of Chemistry

B.A., Rutgers University; M.S., M.Phil., Ph.D.,
Yale University

Simone Helluy

Instructor in Biological Sciences Laboratory

Maitrise des Sciences, Doctorat, USTL (France);
Ph.D., University of Alberta (Canada)

Beth Ann Hennessey

Associate Professor of Psychology

A.B., Brown University; M.Ed., Lesley College;
Ph.D., Brandeis University

Mark S. Henry

Instructor in Double Bass

B.M., Berklee College of Music; M.M.,
University of Massachusetts (Lowell)

Jean Herbst

Instructor in Computer Science Laboratory

B.S., University of Wisconsin (Madison); M.S.,
University of Rhode Island

Dorothy Hershkowitz

Instructor in Physical Education and Athletics

B.A., University of New Hampshire

Rosanna Hertz

Professor of Women's Studies

B.A., Brandeis University; M.A., Ph.D.,
Northwestern University

Donna Hewitt-Didham

Instructor in Voice

A.B., Atlantic Union College

Alison Hickey

Associate Professor of English

A.B., Harvard and Radcliffe Colleges; M.A.,
M.Phil., Ph.D., Yale University

Sonja E. Hicks

Professor of Chemistry

B.S., University of Maine (Augusta); Ph.D.,
Indiana University (Bloomington)

Anne Higonnet

Associate Professor of Art

B.A., Harvard College; M.A., Ph.D., Yale
University

Ellen C. Hildreth

Associate Professor of Computer Science

B.S., M.S., Ph.D., Massachusetts Institute of
Technology

Philip Steven Hirschhorn

Professor of Mathematics

B.S., Brooklyn College of City University of
New York; Ph.D., Massachusetts Institute of
Technology

Edward Craig Hobbs

Professor of Religion

Ph.B., S.T.B., Ph.D., University of Chicago

Thomas Peter Hodge

Assistant Professor of Russian

B.A., Pomona College; M.A., Oxford
University; M.A., Ph.D., Stanford University

Caroline Hotchkiss

Visiting Associate Professor of Political Science

A.B., Mount Holyoke College; J.D., Columbia
University

Yue Hu

*Clare Boothe Luce Associate Professor of
Physics*

B.S., Beijing University; M.S., Ph.D., Cornell
University

Brian Clarence Hulse

Visiting Director of the Choral Program

B.M., University of Utah; M.M., University of
Illinois (Champaign-Urbana)

Ann L. Huss

Instructor in Chinese

B.A., Wellesley College; M.Phil., Columbia
University

Nora Hussey

Director of Theatre and Theatre Studies

B.A., Mundelein College

Jonathan B. Imber^{A2}

Professor of Sociology

B.A., Brandeis University; M.A., Ph.D.,
University of Pennsylvania

Esther Y. Iwanaga

Lecturer in the Writing Program

B.S., University of Connecticut; M.A.,
Middlebury College; M.A.,
University of Massachusetts (Boston)

Rachel Jacoff^{A2}

Professor of Italian

B.A., Cornell University; A.M., M.Phil.,
Harvard University; Ph.D., Yale University

Laura Jeppesen

Instructor in Viola da Gamba

Coach, Collegium Musicum

B.A., Wheaton College; M.M., Yale University

Rajini Jesudason

Quantitative Reasoning Specialist

B.Sc., Dalhousie University

Alexandra M. Johnson

Lecturer in the Writing Program

B.A., University of California (Berkeley)

Daniel Johnson

Assistant Professor of Economics

B.S., University of Ottawa (Canada); M.Sc.,
London School of Economics

Eithne Johnson

Visiting Instructor in Sociology

B.A., University of New Mexico (Albuquerque);
M.A., Emerson College

Tracey D. Johnson

Instructor in Physical Education and Athletics

B.A., Saint Francis College

Kellie Jones

Mellon Postdoctoral Fellow in Art

B.A., Amherst College; M.A., M.Phil., Yale
University

Kristina Jones

Assistant Professor of Biological Sciences

B.S., Stanford University; Ph.D., University of
California (Davis)

Reid Jorgensen

Instructor in Percussion

B.S., Merrimack College; Composition
Diploma, Berklee College of Music

William A. Joseph

Professor of Political Science

B.A., Cornell University; M.A., Ph.D., Stanford
University

Joseph P. Joyce

Professor of Economics

B.S.F.S., Georgetown University; M.A., Ph.D.,
Boston University

Marion R. Just

Professor of Political Science

B.A., Barnard College; M.A., Johns Hopkins
University; Ph.D., Columbia University

Lidwien Kapteijns

Luella LaMer Professor of Women's Studies

Professor of History

B.A., Amsterdam University; M.A., University
of London; Ph.D., Amsterdam University

Anastasia Karakasidou

Assistant Professor of Anthropology

B.A., College of Wooster; M.A., Brandeis
University; M.A., Bryn Mawr College; M.Phil.,
Ph.D., Columbia University

Judith Kates

Visiting Associate Professor of Religion

A.B., Radcliffe College; A.M., Ph.D., Harvard
University

Kyle D. Kauffman

Assistant Professor of Economics

B.S., M.S., Ph.D., University of Illinois (Urbana-
Champaign)

Victor H. Kazanjian, Jr.

Lecturer in Peace and Justice Studies

Dean of Religious and Spiritual Life

A.B., Harvard University; M.Div., Episcopal
Divinity School

Margaret Keane^a

Assistant Professor of Psychology

A.B., Harvard College; Ph.D., Massachusetts
Institute of Technology

Megan Kerr

Assistant Professor of Mathematics

B.A., Wellesley College; Ph.D., University of
Pennsylvania

Cecily R. Kiefer

*Assistant Professor of Physical Education and
Athletics*

B.S., University of New Hampshire; M.Ed.,
Boston University

Yeon-Soo Kim

Visiting Instructor in Spanish

B.A., M.A., State University of New York
(Binghamton); M.Phil., M.A., Yale University

Judith Klein

Instructor in Physical Education and Athletics

B.A., University of Massachusetts (Boston)

Anne Kelly Knowles

Mellon Postdoctoral Fellow in Geography

B.A., Duke University; M.Sc., Ph.D., University
of Wisconsin (Madison)

Jonathan B. Knudsen

Professor of History

B.A., Michigan State University; Ph.D.,
University of California (Berkeley)

Yu Jin Ko^a

Assistant Professor of English

B.A., Columbia University; M.A., Cambridge
University (Clare College); Ph.D., Yale
University

T. James Kodera^a

Professor of Religion

B.A., Carleton College; M.A., M.Phil., Ph.D.,
Columbia University

Elissa Koff

*Margaret Hammi Kelley Professor of
Psychology*

B.S., Queens College of City University of New
York; M.S., Ph.D., Tufts University

Philip L. Kohl

Professor of Anthropology

B.A., Columbia University; A.M., Ph.D.,
Harvard University

Nancy Harrison Kolodny

Nellie Zuckerman Cohen and Anne Cohen

Heller Professor of Health Sciences

Professor of Chemistry

Dean of the College

B.A., Wellesley College; Ph.D., Massachusetts
Institute of Technology

Martina Königer

Assistant Professor of Biological Sciences

Diploma, Ph.D., Bayerische-Julius-Maximilians-
Universität (Germany)

Joel Krieger^{A2}

*Norma Wilentz Hess Professor of Political
Science*

B.A., Yale College; Ph.D., Harvard University

Christopher Krueger

Instructor in Flute

B.M., New England Conservatory of Music

Jens Kruse

Professor of German

Associate Dean of the College

Staatsexamen, Universität Hamburg; M.A.,
Indiana University; Ph.D., University of
California (Los Angeles)

Natalie Heather Kuldell

Instructor in Biological Sciences Laboratory

B.A., Cornell University; Ph.D., Harvard
Medical School

Kyra Kulik-Johnson

Visiting Assistant Professor of Psychology

B.A., Boston College; Ed.M., Harvard
University; Ph.D., Boston College

Yuan-Chu Ruby Lam

Associate Professor of Chinese

B.A., M.A., Ph.D., Harvard University

Sue Landau

*Assistant Professor of Physical Education and
Athletics*

B.A., Connecticut College; M.Ed., Boston
University

Flavia Laviosa

Lecturer in Italian

B.A., University of Bari (Italy); M.A., Ph.D.,
State University of New York (Buffalo)

Sharon L. Leavitt

Instructor in Biological Sciences Laboratory

B.S., Daemen College; M.S., State University of
New York (Buffalo)

Yoon Sun Lee

Assistant Professor of English

A.B., Harvard College; Ph.D., Yale University

Mary Rosenthal Lefkowitz

Andrew W. Mellon Professor in the Humanities

Professor of Classical Studies

B.A., Wellesley College; A.M., Ph.D., Radcliffe
College

Mary V. Lenihan

Instructor in Biological Sciences Laboratory

B.A., M.A., Wellesley College

Jan H. Leventhal

Assistant Professor of German

A.B., Radcliffe College; M.A.T., Harvard
University; M.A., Brown University; Ph.D.,
Harvard University

Marjory Schwartz Levey

Assistant Professor of Biological Sciences

B.S., Brown University; Ph.D., Tufts University

Phillip Levine

Associate Professor of Economics

B.S., M.S., Cornell University; Ph.D., Princeton
University

Andrea Gayle Levitt

Professor of French and Linguistics

B.A., Wellesley College; M.A., M.Phil., Ph.D.,
Yale University

Peggy Levitt

Assistant Professor of Sociology

B.A., Brandeis University; M.S., Columbia
University; Ph.D., Massachusetts Institute of
Technology

Gwen Lexow

Instructor in Physical Education and Athletics

B.A., Knox University; A.M., Harvard
University

Belle Liang

Visiting Assistant Professor of Psychology

B.S., Indiana University (Bloomington); M.A.,
Ph.D., Michigan State University

Elizabeth C. Lieberman

Instructor in Chemistry Laboratory

Assistant Dean of the College

Director, Office of Sponsored Research

B.A., Wellesley College; M.A., Brandeis
University

David Lindauer

Professor of Economics

B.S., City College of City University of New York; A.M., Ph.D., Harvard University

Liang Kok Liung

Instructor in Physical Education and Athletics

James Herbert Loehlin

Professor of Chemistry

B.A., College of Wooster; Ph.D., Massachusetts Institute of Technology

Kenneth Loewit

Instructor in Theatre Studies

Theatre Production Manager

Eleanor D. Lonske

Lecturer in Computer Science

Director of Information Technology Services

B.S., Boston College; M.Ed., Worcester State College; M.S., Worcester Polytechnic Institute

Jennifer E. Looper

Instructor in the Writing Program

B.A., Wellesley College; M.A., University of California (Berkeley)

Margery Lucas

Associate Professor of Psychology

B.S., Pennsylvania State University; M.S., Ph.D., University of Rochester

Barry Lydgate

Professor of French

B.A., M.Phil., Ph.D., Yale University

Kathryn L. Lynch

Professor of English

B.A., Stanford University; M.A., Ph.D., University of Virginia

Jing-Heng Sheng Ma^A

Mayling Soong Professor of Chinese Studies

Professor of Chinese

B.Ed., Taiwan Normal University; M.A., Phillip Women's University (Philippines); M.A., Ph.D., University of Michigan

Kelly A. Magennis

Instructor in Physical Education and Athletics

B.S., Salem State College

Martin A. Magid

Professor of Mathematics

B.A., Brown University; M.S., Yale University; Ph.D., Brown University

Frances Malino

Sophia Moses Robison Professor of Jewish

Studies and History

B.A., Skidmore College; M.A., Ph.D., Brandeis University

Annick F. Mansfield

Associate Professor of Psychology

A.B., Radcliffe College; Ph.D., Columbia University

Stephen Anthony Marini

Professor of Religion

B.A., Dickinson College; Ph.D., Harvard University

Louise Marlow

Associate Professor of Religion

B.A., Cambridge University; M.A., Ph.D., Princeton University

Anthony C. Martin

Professor of Africana Studies

Barrister-at-Law, Gray's Inn (London); B.S., University of Hull (England); M.A., Ph.D., Michigan State University

Miranda Constant Marvin

Professor of Art and of Classical Studies

B.A., Bryn Mawr College; Ph.D., Harvard University

Matt Marvuglio

Instructor in Jazz Flute

Catherine Masson^A

Associate Professor of French

Licence, Maîtrise, Université de Haute Bretagne (Rennes); Ph.D., University of Michigan (Ann Arbor)

Katherine Matasy

Instructor in Clarinet and Saxophone

B.A., M.M.A., New England Conservatory of Music

Y. Tak Matsusaka

Assistant Professor of History

B.A., Brandeis University; M.A., Ph.D., Harvard University

Julie Ann Matthaei

Professor of Economics

B.A., University of Michigan (Ann Arbor); M.A., M.Phil., Ph.D., Yale University

Rebecca G. Mattison

Instructor in Geology Laboratory

B.A., Bates College; M.S., University of Massachusetts (Amherst)

Amanda M. McCarthy

Instructor in Chemistry Laboratory

B.S., M.A., Syracuse University

Phyllis McGibbon

Associate Professor of Art

B.F.A., M.F.A., University of Wisconsin (Madison)

Mary Kate McGowan
Assistant Professor of Philosophy
B.A., Wellesley College; M.A., Ph.D., Princeton University

Alison G. McIntyre^{A2}
Barbara Morris Caspersen Associate Professor of Philosophy
B.A., M.A., Tufts University; Ph.D., Princeton University

Kim Katris McLeod
Assistant Professor of Astronomy
B.A., Cornell University; Ph.D., University of Arizona

Salem Mekuria
Assistant Professor of Art
B.A., Macalester College; M.A., San Francisco State University

Qing-Min Meng
Li-Ching Assistant Professor of Art
B.F.A., Shanghai Teachers University; M.F.A., Miami University (Ohio)

Ifeanyi A. Menkiti
Professor of Philosophy
B.A., Pomona College; M.S., Columbia University; M.A., New York University; Ph.D., Harvard University

Margaret V. Merritt
Professor of Chemistry
B.A., College of Wooster; Ph.D., Cornell University

Sally Engle Merry
Class of 1949 Professor in Ethics
Professor of Anthropology
B.A., Wellesley College; M.A., Yale University; Ph.D., Brandeis University

Takis Metaxas
Associate Professor of Computer Science
B.Sc., University of Athens (Greece); Ph.D., Dartmouth College

Susan L. Meyer^{A1}
Associate Professor of English
B.A., Johns Hopkins University; M.A., University of California (Los Angeles); M.A., M.Phil., Ph.D., Yale University

Jodi Mikalachki
Associate Professor of English
B.A., M.A., University of Toronto; M.A., Johns Hopkins University; Ph.D., Yale University

Alice P. Miller
Assistant Professor of Mathematics
B.A., Indiana University; M.A., Ed., University of North Carolina; Ph.D., Brandeis University

Cercie Miller
Instructor in Jazz Saxophone

James Miller
Visiting Instructor in Religion
B.A., Durham University (England); M. A., Cambridge University

Linda B. Miller
Professor of Political Science
A.B., Radcliffe College; M.A., Ph.D., Columbia University

Vicki E. Mistacco
Professor of French
B.A., New York University; M.A., Middlebury College; M.Phil., Ph.D., Yale University

Julia Hendrix Miwa
Assistant Professor of Chemistry
B.A., Haverford College; Ph.D., Massachusetts Institute of Technology

Timothy C. A. Molteno
Instructor in Physics Laboratory
B.S., Ph.D., University of Otago (New Zealand)

Katharine H.S. Moon^A
Assistant Professor of Political Science
A.B., Smith College; M.A., Ph.D., Princeton University

Marianne V. Moore
Associate Professor of Biological Sciences
B.A., Colorado College; M.S., Iowa State University; Ph.D., Dartmouth College

Michael E. Moore
Assistant Professor of History
A.B., A.M., Ph.D., University of Michigan (Ann Arbor)

Carolyn A. Morley
Associate Professor of Japanese
B.A., Oberlin College; M.A., University of British Columbia; Ph.D., Columbia University

Rodney J. Morrison
Professor of Economics
B.S., M.A., Boston College; M.S., Ph.D., University of Wisconsin (Madison)

Patrick Morton
Associate Professor of Mathematics
B.A., University of Arizona; Ph.D., University of Michigan (Ann Arbor)

Sherry Jenq-yunn Mou

Assistant Professor of Chinese

B.A., Fu Jen Catholic University (Taiwan);
M.A., Northern Illinois University; M.A., Ph.D.,
Ohio State University

Craig N. Murphy^{A1}

*M. Margaret Ball Professor of International
Relations*

Professor of Political Science

B.A., Grinnell College; M.A., Ph.D., University
of North Carolina (Chapel Hill)

Mary A. Nastuk

Assistant Professor of Biological Sciences

B.A., Wesleyan University; Ph.D.,
Massachusetts Institute of Technology

Andrew Nelson

*Assistant Professor of Physical Education and
Athletics*

B.S., West Chester University; M.S.,
Pennsylvania State University

James William Noggle^A

Assistant Professor of English

B.A., Columbia University; Ph.D., University of
California (Berkeley)

Thomas Nolden

Associate Professor of German

Staatsexamen, Universitat Tubingen; M.A.,
Ph.D., Yale University

Julie K. Norem^{A1}

Associate Professor of Psychology

A.B., University of Chicago; Ph.D., University
of Michigan

Linda Normandeau

Instructor in Physical Education and Athletics

B.A., University of Vermont

Wellington W. Nyangoni

Visiting Professor of Africana Studies

B.A., University of Ghana; M.A., Ph.D.,
Howard University

Pashington Obeng

Assistant Professor of Africana Studies

B.A., University of Ghana; Th.M., Princeton
Theological Seminary; Ph.D., Boston University

Kimberly H. O'Donnell

Assistant Professor of Biological Sciences

A.B., Brown University; Ph.D., Brandeis
University

James F. O'Gorman

*Grace Slack McNeil Professor of the History of
American Art*

B.Arch., Washington University; M.Arch.,
University of Illinois (Urbana); A.M., Ph.D.,
Harvard University

Jung Sun Oh

Visiting Instructor in Religion

B.A., Soong Sil University (Korea); Th.M.,
Methodist Theological Seminar; M.Div. Emory
University

Shane Marie Ohline

Assistant Professor of Chemistry

B.A., Grinnell College; Ph.D., University of
California (Los Angeles)

James Oles

Assistant Professor of Art

B.A., Yale University; J.D., University of
Virginia; M. Phil., Ph.D., Yale University

Louise O'Neal

*Professor of Physical Education and Athletics
Chair/Athletic Director*

B.S., North Texas State University; M.S.,
University of Wisconsin

Ann O'Neill

Instructor in Physics Laboratory

B.A., Bryn Mawr College; M.S., University of
Illinois

Kazuko Ozawa

Language Instructor in Japanese

B.A., Sacred Heart University (Tokyo)

Robert L. Paarlberg

Professor of Political Science

B.A., Carleton College; Ph.D., Harvard
University

Vincent J. Panetta

Assistant Professor of Music

A.B., Harvard College; M.A., Smith College;
A.M., Ph.D., Harvard University

Sergio Parussa

Assistant Professor of Italian

Laurea in Lettere, Università degli studi di
Torino (Italy); M.A., Ph. D., Brown University

Geeta Patel^A

Assistant Professor of Women's Studies

B.A., Wellesley College; M.Phil., Ph.D.,
Columbia University

Carol Ann Paul

Instructor in Biological Sciences Laboratory

B.A., Keele University (England)

Abigail Peck

*Assistant Professor of Physical Education and
Athletics*

B.S., Skidmore College; M.S., Smith College

Timothy Walter Hopkins Peltason

Professor of English

A.B., Harvard College; M.A., Ph.D., Yale University

T. Kaye Peterman^A

Associate Professor of Biological Sciences

B.S., Texas A & M University; Ph.D., Duke University

James Michael Petterson^A

Assistant Professor of French

B.A., Reed College; M.A., Columbia University; Ph.D., University of California (Berkeley)

David Burrell Pillemer

Professor of Psychology

Faculty Director, Learning and Teaching Center
B.A., University of Chicago; Ed.D., Harvard University

Sandrine Piorkowski

French House Assistante

Adrian M.S. Piper^A

Professor of Philosophy

A.A., School of Visual Arts; B.A., City College of New York; M.A., Ph.D., Harvard University

Ana Pizarro

Visiting Professor of Spanish

B.A., Universidad de Concepcion (Chile); Ph.D., University of Paris

Isabelle C. Plaster

Instructor in Bassoon

Assistant Director, Chamber Music Society

B.A., Wellesley College; M.M.A., New England Conservatory of Music

Anjali Prabhu

Instructor in French

B.A., Jawaharlal Nehru University (India); M.A., Purdue University

Elinor Preble

Instructor in Flute

B.M., New England Conservatory of Music

Sarah A. Queen

Visiting Associate Professor of History

B.A., Wellesley College; M.A., Ph.D., Harvard University

William W. Quivers

Associate Professor of Physics

B.S., Morehouse College; S.M., Ph.D., Massachusetts Institute of Technology

Sabine Raffy^A

Professor of French

Licence, Maîtrise, Doctorat Certificate, Université de Paris; Ph.D., New York University

Carlos Ramos

Assistant Professor of Spanish

Licenciatura, Universidad Central de Barcelona; M.A., Emerson College; Ph.D., Boston University

James Wilson Rayen

Elizabeth Christy Kopf Professor of Art

B.A., B.F.A., M.F.A., Yale University

Brendon Reay

Instructor in Classical Studies

B.A., Reed College; M.A., Bryn Mawr College

Paul I. Reisberg

Assistant Professor of Chemistry

B.S., Rensselaer Polytechnic Institute; Ph.D., Rice University

Joy Renjilian-Burgy

Lecturer in Spanish

B.A., Mount Holyoke College; A.M., Harvard University

Michèle M. Respaut

Professor of French

Faculte des Lettres, Université de Montpellier; M.A., Assumption College; Ph.D., Brown University

Susan M. Reverby^{A1}

Professor of Women's Studies

B.S., Cornell University; M.A., New York University; Ph.D., Boston University

John G. Rhodes

Senior Lecturer in Art

A.B., A.M., Ph.D., Harvard University

Naomi R. Ribner

Assistant Professor of Art

B.A., State University of New York (Buffalo); M.F.A., Tufts University/Museum of Fine Arts

Wilbur C. Rich

Professor of Political Science

B.S., Tuskegee Institute; Ed.M., Ph.D., University of Illinois

Laura Risk

Instructor in Fiddle

B.A., University of California (Berkeley)

Nicholas L. Rodenhouse

Associate Professor of Biological Sciences

A.B., Hope College; M.S., Iowa State University; Ph.D., Dartmouth College

Lisa Rodensky

Visiting Instructor in English

B.A., Wellesley College; J.D., Harvard Law School

Guy M. Rogers
Associate Professor of Classical Studies and of History
B.A., University of Pennsylvania; B.A., University of London; M.A., Ph.D., Princeton University

Nathalie Rogers^{A2}
Assistant Professor of French
Licence, Maitrise, Agregation, Ecole Normale Supérieure de Fontenay aux Roses and Université de la Sorbonne Nouvelle (Paris); M.A., Ph.D., Brown University

Judith Rollins^A
Professor of Africana Studies
B.A., M.A., Howard University; Ph.D., Brandeis University

Wilfrid J. Rollman
Visiting Associate Professor of Religion and History
B.A., Creighton University; M.A., Ph.D., University of Michigan

Lawrence A. Rosenwald^A
Anne Pierce Rogers Professor of American Literature
Professor of English
B.A., M.A., Ph.D., Columbia University

Lorraine Elena Roses^A
Professor of Spanish
B.A., Mount Holyoke College; A.M., Ph.D., Harvard University

Constance S. Royden
Visiting Assistant Professor of Computer Science
B.S., California Institute of Technology; Ph.D., University of California (San Francisco)

Mary Jane Rupert
Instructor in Harp
B.A., Oberlin College; M.A., Ph.D., Indiana University (Bloomington)

Julia D. Russell
Visiting Instructor in the Writing Program
B.A., University of Pennsylvania; M.A., Boston University

Margery M. Sabin^{A2}
Lorraine C. Wang Professor of English
B.A., Radcliffe College; M.A., Ph.D., Harvard University

Candelario Saenz
Assistant Professor of Anthropology
B.A., University of Texas; M.A., Ph.D., Columbia University

Sally Sanford
Instructor in Voice
B.A., Yale University; M.A., D.M.A., Stanford University

Alan Henry Schechter
Professor of Political Science
B.A., Amherst College; Ph.D., Columbia University

R. Steven Schiavo
Professor of Psychology
B.A., Lehigh University; Ph.D., Columbia University

Leslie Meral Schick
Lecturer in Art
B.A., Yale University; M.A., Harvard University

Brian Neil Schiff
Mellon Postdoctoral Fellow in Psychology
A.B., University of Michigan; Ph.D., University of Chicago

Adam Schwartz
Assistant Professor in the Writing Program
B.A., Macalester College; M.A., University of Chicago; M.F.A., Ph.D., University of Iowa

Elena Semeka
Lecturer in Russian
B.S., State Pedagogical Institute (Moscow); Ph.D., Institute of Oriental Studies (Moscow)

James Edward Sexton
Laboratory Instructor in the Quantitative Reasoning Program
B.Phil., Miami University (Ohio)

Lois Shapiro
Instructor in Piano
B.Mus., Peabody Institute of Music; M.Mus., Yale University School of Music; D.Mus., Indiana University School of Music (Bloomington)

Frances E. Shawcross
Instructor in Chemistry Laboratory
B.S., University of Wisconsin; M.S., Northeastern University

Tari Shea
Instructor in Chemistry Laboratory
B.S., Saint John Fisher College; Ph.D., University of Texas (Austin)

Nathaniel J. Sheidley
Instructor in History
B.A., Stanford University; M.A., Princeton University

Andrew Shennan^{A2}

Associate Professor of History

B.A., M.A., Ph.D., Cambridge University
(Corpus Christi College)

Vernon L. Shetley^{A2}

Associate Professor of English

A.B., Princeton University; M.A., M.Phil.,
Ph.D., Columbia University

Alan Shuchat^{A2}

Professor of Mathematics

B.S., Massachusetts Institute of Technology;
M.S., Ph.D., University of Michigan (Ann
Arbor)

Randy Shull

Professor of Computer Science

B.A., Humboldt State University; M.S.,
University of New Hampshire; M.A., Ph.D.,
Dartmouth College

Frederic W. Shultz

Professor of Mathematics

B.S., California Institute of Technology; Ph.D.,
University of Wisconsin (Madison)

Marilyn Sides

Senior Lecturer in English

B.A., M.A., University of Utah; Ph.D., Johns
Hopkins University

David J. Siemers

Visiting Assistant Professor of Political Science

B.A., St. Olaf College; M.A., Ph.D., University
of Wisconsin (Madison)

Susan S. Silbey

William R. Kenan, Jr. Professor of Sociology

B.A., Brooklyn College; M.A., Ph.D., University
of Chicago

Kanwal Singh

Assistant Professor of Physics

B.S., University of Maryland (College Park);
M.A., Ph.D., University of California (Berkeley)

Susan E. Skeath

Associate Professor of Economics

B.A., Haverford College; M.A., Ph.D.,
Princeton University

Dennis M. Smith

Professor of Biological Sciences

B.S., Ph.D., Loyola University (Chicago)

Kate Snodgrass

Lecturer in Theatre Studies

B.A., Kansas University; B.A., Wichita State
University; M.A., Boston University

Sharon E. Soltzberg

Instructor in Biological Sciences Laboratory

B.A., University of Delaware; M.S., University
of Pennsylvania

Alexia Henderson Sontag

Professor of Mathematics

B.A., Pacific Lutheran University; M.A., Ph.D.,
University of Minnesota (Minneapolis)

Elaine Spatz-Rabinowitz

Associate Professor of Art

B.A., Antioch College; M.F.A., Tufts University

Bernice W. Speiser

Instructor in Education

A.B., Boston University; Ed.M., Harvard
University

Ingrid H. Stadler

Professor of Philosophy

B.A., Vassar College; A.M., Radcliffe College;
Ph.D., Harvard University

Glenn Stark

Associate Professor of Physics

B.S., Massachusetts Institute of Technology;
M.A., Ph.D., University of California (Berkeley)

Raymond James Starr

Theodora Stone Sutton Professor of Classics

Professor of Classical Studies

B.A., University of Michigan (Ann Arbor);
M.A., Ph.D., Princeton University

Filomina Chioma Steady

Professor of Africana Studies

B.A., Smith College; M.A., Boston University;
B.Litt., Ph.D., Oxford University

Robert Steen

Visiting Assistant Professor of Japanese

B.A., Oberlin College; M.A., Ph.D., Cornell
University

Jennifer Marie Stephan

Assistant Professor of Computer Science

B.S., Johns Hopkins University; M.S., Ph.D.,
Carnegie Mellon University

Daniel Stepner

Instructor in Baroque Violin

Edward A. Stettner^A

Ralph Emerson and Alice Freeman Palmer

Professor of Political Science

B.A., Brown University; M.A., Ph.D., Princeton
University

Daniel Stillman

Instructor in Recorder

Coach, Collegium Musicum

B.A., Brandeis University

Karen A. Storz
Visiting Instructor in German
 B.A., Wellesley College; M.A., University of Minnesota (Minneapolis)

Suzanne E. Stumpf
Assistant Coach, Chamber Music Society
Concert Coordinator
 B.A., Wellesley College

Corinne Taylor
Instructor in Economics
 B.A., College of William and Mary; M.S., University of Wisconsin (Madison)

Susan M. Taylor
Lecturer in Art
 Director, Davis Museum and Cultural Center
 A.B., Vassar College; M.A., New York University

Kristen Teevens
Instructor in Physical Education and Athletics
 B.S., University of North Carolina (Chapel Hill)

Marcia E. Thomas
Instructor in Biological Sciences Laboratory
 B.S., University of Massachusetts; M.A., Smith College

Margaret D. Thompson
Professor of Geology
 B.A., Smith College; A.M., Ph.D., Harvard University

Anita Tien
Assistant Professor of American Studies
Class Dean
 B.A., Yale University; A.M., University of Michigan; Ph.D., University of California (Berkeley)

Eiko Torii-Williams
Lecturer in Japanese
 B.A., Kansai University (Osaka); Ed.M., Boston University

Elena Torreguitar
Visiting Instructor in Spanish
 Licenciatura, Universidad Complutense (Spain)

Marie-Paule Tranvouez
Assistant Professor of French
Director, Wellesley-in-Aix
 D.U.T., Institut Universitaire de Technologie, (Brest); M.A., State University of New York (Stony Brook); Ph.D., University of California (Santa Barbara)

Ann Trenk
Associate Professor of Mathematics
 A.B., Harvard University; M.S., Ph.D., Johns Hopkins University

Nina Tumarkin
Professor of History
 B.A., University of Rochester; M.A., Ph.D., Harvard University

Franklyn A. Turbak^A
Assistant Professor of Computer Science
 S.B., M.S., Ph.D., Massachusetts Institute of Technology

Marilyn T. Turnbull
Instructor in Chemistry Laboratory
 B.A., Wellesley College; M.A., University of California (Berkeley)

L. Terrell Tyler, Jr.
Associate Professor of English
 B.A., Southwestern University (Memphis); M.A., M.Phil., Ph.D., Yale University

LeeAnn Tzeng
Instructor in Computer Science Laboratory
 A.B., Harvard University

Guy Urban
Instructor in Piano
Instructor in Basic Keyboard Skills
 B.M., M.M., New England Conservatory of Music

Elizabeth R. Varon
Assistant Professor of History
 B.A., Swarthmore College; M.A., M.Phil., Ph.D., Yale University

Linda Kent Vaughan^{A1}
Professor of Physical Education and Athletics
 B.S., M.A., Russell Sage College; Ph.D., Ohio State University

Paul S. Veale, Jr.
Instructor in Chemistry
 B.S., Loyola University; M.A., Mount Holyoke College

Carlos Alberto Vega^A
Professor of Spanish
 A.B., Columbia University; A.M., University of Virginia; Ph.D., Harvard University

Ann Velenchik
Associate Professor of Economics
 B.S.F.S., Georgetown University; Ph.D., Stanford University

Carla M. Verschoor
Assistant Professor of Chemistry
 B.S., University of Illinois (Urbana); Ph.D., University of Wisconsin (Madison)

Maurizio S. Viano
Associate Professor of Italian
 Laurea in Lettere Moderne, University of Genova; Ph.D., University of Oregon

- Lynne Spigelmire Viti**
Senior Lecturer in the Writing Program
 B.A., Barnard College; M.A., Columbia University; Ph.D., J.D., Boston College
- Richard William Wallace**
Professor of Art
 B.A., Williams College; M.F.A., Ph.D., Princeton University
- Maria Nadakavukaren Waller**
Instructor in Geology Laboratory
 B.A., Wellesley College; M.S., University of Massachusetts (Amherst)
- Suzanne Walmsley**
Assistant Athletic Director
 B.A., Harvard University; M.A., University of Massachusetts (Amherst)
- Diana Chapman Walsh**
Professor of Sociology and Public Health
President
 B.A., Wellesley College; M.S., Ph.D., Boston University
- Helen P. Wang**
Professor of Mathematics
 B.A., University of Wisconsin (Madison); M.A., Ph.D., Harvard University
- David Ward¹¹**
Associate Professor of Italian
 B.A., University of East Anglia; M.A., Ph.D., Cornell University
- Lorraine Garnett Ward**
Lecturer in the Writing Program
 A.B., Mount Holyoke College; M.A., McGill University
- Margaret Ellen Ward**
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By Car

- **From the West:**
Take the Massachusetts Turnpike to Exit 14 (Weston). Go south on Interstate 95 (Route 128) for 1/2 mile to Route 16, Exit 21B. Follow Route 16 West for 2.9 miles to a stoplight (5-way intersection) in the town of Wellesley; go straight on Route 135 (West). At the third traffic light, take a left into the main entrance of the College. Follow signs for admission parking.
- **From the East:**
Take the Massachusetts Turnpike to Exit 16 (West Newton). Follow Route 16 West for 4.7 miles, using directions above.
- **From the North:**
Take Interstate 95 South (Route 128) to Exit 21B (Route 16 West). Follow Route 16 West for 2.9 miles, using directions above.
- **From the South:**
Take Interstate 95 North (Route 128) to Exit 21B (Route 16 West). Follow Route 16 West for 2.9 miles, using directions above.

By Airplane

Options from Logan International Airport:

- Take a taxi directly to Wellesley College. See Area Taxis. Allow at least an hour for the commute. The fare will be approximately \$40.

Or

- Take the Logan Express bus, which picks up at all airline terminals, to Framingham. Allow at least an hour for the commute. Call 1-800-23-LOGAN for more information, 9 am–5 pm.

From Framingham, take a taxi to the College. See Area Taxis. Allow half an hour for the ride to Wellesley. The fare will be approximately \$16.

Or

- Take the free shuttle bus to the MBTA Subway stop. Take the Blue Line Inbound four stops to Government Center. Go upstairs and change to the Green Line. Ride an Outbound subway marked “RIVERSIDE-D” to Woodland, the second to last stop on the D line. Subway fare is \$.85.

From Woodland, take a taxi to the College. See Area Taxis. The fare will be approximately \$15. Allow two hours for total commute.

By Train

Options from the Amtrak terminal at South Station:

- From South Station, take the Framingham/Worcester Commuter Rail to the Wellesley Square stop. The commute is approximately half an hour. One-way fare is \$2.50 and is paid on the train. Exact change is not required.

Go up the stairs and turn left onto Crest Road; follow Crest a short distance. Take a right onto Central Street. Walk five minutes to the second set of lights. Cross the street to the entrance of the College. From there, allow 20 minutes to walk to your destination on campus.

Note: The Commuter Rail runs on a schedule that can be accessed by calling 1-800-392-6100 or (617) 222-3200. Please call ahead when making travel plans; the schedule varies on weekends and holidays. You may also take the Commuter Rail to Wellesley from Back Bay Station.

If you prefer, call a taxi from the Wellesley Square Commuter Rail stop. See Area Taxis. Fare will be approximately \$4.

Or

- From South Station, take the MBTA Subway (Red Line) Inbound two stops to Park Street. Go upstairs and change to the Green Line. Ride an Outbound subway marked “RIVERSIDE-D” to Woodland, the second to last stop on the D Line. Follow the above directions from Woodland.

By Bus

- From Peter Pan and Greyhound terminals at South Station, use Commuter Rail directions above.

Or

- Take a Non-Express Greyhound or Peter Pan bus to the Riverside terminal. From there, take a taxi to the College. See Area Taxis. Commute from Riverside will be about 30 minutes. Fare will be approximately \$15.

Note: Express buses DO NOT stop at Riverside.

Area Taxis

Veteran's Taxi
(781) 235-1600
Hours: 24 hours

Wellesley Transportation
(781) 235-2200
Hours: 7 am–11 pm

MetroWest Taxi
(781) 891-1122
Hours: 5 am–12 midnight

All fares quoted are subject to change.

Travel time may vary during rush hour.

Wellesley College Campus



The information contained in this Bulletin is accurate as of July 1998. However, Wellesley College reserves the right to make changes at its discretion affecting policies, fees, curricula or other matters announced in this Bulletin.


In accordance with the Student Right-to-Know and Campus Security Act (Public Law 101-542), the graduation rate for students who entered Wellesley College as first-year students in September 1992 on a full-time basis was 87%. (The period covered is equal to 150% of the normal time for graduation.)

Wellesley College admits students, without regard to race, color, religion, or national origin, to all the rights, privileges, programs, and activities generally accorded or made available to students at the College. The College does not discriminate on the basis of race, color, religion, national origin or sexual orientation, in administration of its educational policies, scholarship and loan programs, athletic and other college-administered programs or in its employment policies.

Wellesley College, as an independent, undergraduate educational institution for women, does not discriminate on the basis of sex against its students in the educational programs or activities which it operates, and does not discriminate on the basis of sex in its employment policies, in compliance with the regulations of Title IX of the Education Amendments of 1972, nor does the College discriminate on the basis of handicap in violation of Section 504 of the Rehabilitation Act of 1973.

Wellesley,
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